DOCUMENT RESUME

ED 188 007 CE 025 814

TITLE	Activities of Daily Living Curriculum for Handicapped Adults. Materials Development Center Reprint #20.
INSTITUTION	College of Southern Idaho, Twin Falls.; Magic Valley Rehabilitation Services, Inc., Twin Falls, Idaho.; Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
SPONS AGENCY	National Inst. of Handicapped Research (DHEW), Washington, D.C.
PUB DATE	78
GRANT	12-P-55307/5
NOTE	759p.
AVAILABLE FROM	Materials Development Center, Stout Vocational Rehabilitation Center, University of Wisconsin--Stout, Menomonie, WI 54751 ($15.00)
EDRS PRICE	MF04/PC31 Plus Postage.
DESCRIPTORS	*Adult Education; Behavioral Objectives; Course Descriptions; *Daily Living Skills; Evaluation Criteria; Group Homes; Home Economics Skills; Hygiene; Identification; Measurement; *Mental Retardation; Money Management; *Normalization (Handicapped); *Physical Disabilities; Reading Skills; Rehabilitation; Telephone Usage Instruction; Time; Travel Training; Writing Skills
IDENTIFIERS	Post Office

ABSTRACT

Designed for use in group and shelter homes, this curriculum is intended to impart the necessary skills for independent living. It should also better prepare mentally and physically handicapped individuals with the training required to handle the responsibilities accompanying competitive employment. These fourteen courses are included: money handling, cooking, reading, time, writing, personal identification, use of the telephone, use of the post office, transportation, measurement, housekeeping, clothing care, self-care and personal hygiene, and shopping. Each course is divided into skill areas which consist of a number of objectives. The format for each objective is as follows: course title, skill area and number, objective and objective number, instructional materials required, performance criteria, application, prerequisite, reinforcement, and procedure. The procedure is presented as a training sequence which describes the procedure in steps with corresponding keypoints that detail teacher information and client instruction. Diagrams, forms, and examples are provided as necessary. (YLB)

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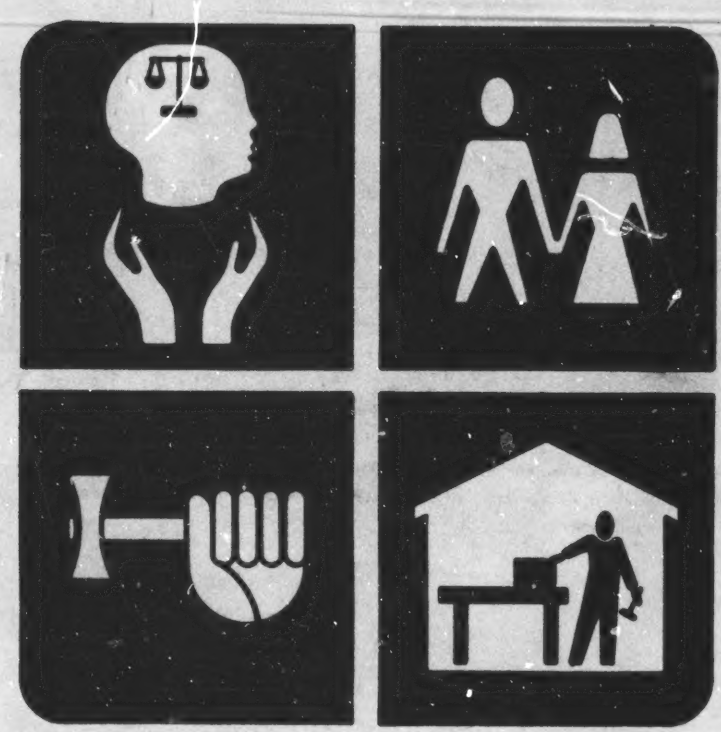
ACTIVITIES OF DAILY LIVING CURRICULUM
FOR
HANDICAPPED ADULTS



PUBLISHED BY

MAGIC VALLEY REHABILITATION SERVICES, INC.

WITH THE ASSISTANCE OF

THE CURRICULUM DEVELOPMENT DEPARTMENT
COLLEGE OF SOUTHERN IDAHO

TWIN FALLS,
IDAHO

Supported in part by a Grant from
The Idaho State Developmental Disabilities Council

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The Materials Development Center is supported in part by a Research and Demonstration Grant (12-P-55307/5) from the

NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

Department of Education
Washington, D.C.

Copies of this publication (Reprint # 20)
may be obtained for $15.00 each from:

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

PREFACE

The primary emphasis of the rehabilitation movement in recent years has been directed toward employment of mentally and physically handicapped individuals. However, while focusing on jobs and competitive employment, the movement has overlooked many skills which an individual must possess in order to live independently or as independently as possible.

Magic Valley Rehabilitation Services, Inc. of Twin Falls, Idaho, was awarded a grant from the Idaho State Developmental Disabilities Planning Council to develop and print "An Activities of Daily Living Curriculum for Handicapped Adults" which is designed to be utilized in group and shelter homes. The goal of this curriculum is to impart the necessary skills for independent living as well as to better prepare an individual with the training required to handle the responsibilities that accompany competitive employment.

The curriculum includes such basic skill areas as money handling, measurement, telling time, reading, writing, cooking, shopping, personal identification, use of the telephone, use of the post office, clothing care, housekeeping, personal hygiene and grooming, and transportation.

The curriculum is printed in such a manner that individuals who have no formal training in teaching skills can use the curriculum effectively in order to teach basic living skills to handicapped adults.

Magic Valley Rehabilitation Services, Inc., wishes to thank those who have participated in the preparation of the publication. A special thanks must be given to Cathy Wyllie. Her time and effort are responsible for the development of the majority of this publication.

Further information concerning the A.D.L. Curriculum is available from:

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Chuck Tiller

Chuck Tiller,
Work Adjustment Supervisor

February, 1978

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SKILL AREA NO. 1
MONEY
HANDLING

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS I **SKILL AREA NO.:** 1.1

OBJECTIVE: COUNTS TO 100 BY 1'S **OBJECTIVE NO.:** 1.1.1

INSTRUCTIONAL MATERIALS REQUIRED: PENNIES BEADS PAPER CLIPS
BUTTONS MARBLES ETC.

PERFORMANCE CRITERIA: CLIENT WILL COUNT NUMBERS TO 100 BY 1'S WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible — small group instruction may be implemented if each group member is functioning at relatively the same level in terms of counting.

PRE-REQUISITE: None required.

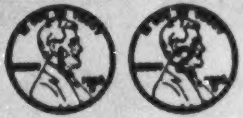
REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise. Each inappropriate response should be immediately followed by a neutral reinforcement such as "Try it again." If this neutral type of reinforcement fails to elicit the desired response go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Counts to 10 by 1's	
1. Counting objects a. Place a varied number of coins or objects in front of the individual and have him/her point to each coin or object as he/she verbalizes the appropriate number.	1. Before beginning actual rote counting, it will be beneficial to begin instruction by having the individual count objects. Any objects which are available will do, but pennies will be the most beneficial in that some basic making-change principles can be introduced at this time. The following training sequence should be adhered to as much as possible when you are instructing the client to count objects. A. Counts number 1 1) Client counts one with you 2) Client counts one alone (no cue)

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

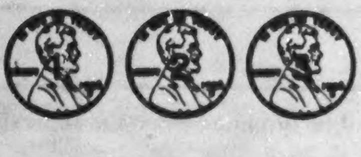
OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE	KEYPOINTS



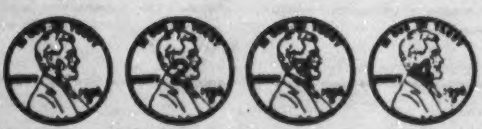
B. Counts numbers 1-2

1) You count 1-2 with client
2) Client counts 1 and you count 2 with client
3) Client counts 1-2 alone



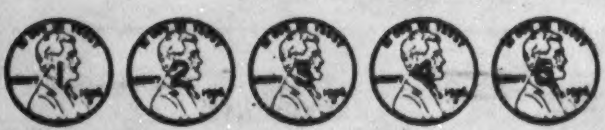
C. Counts numbers 1-2-3

1) You count 1-2-3 with client
2) Client counts 1; you count 2-3 with client
3) Client counts 1-2; you count 3 with client
4) Client counts 1-2-3 alone



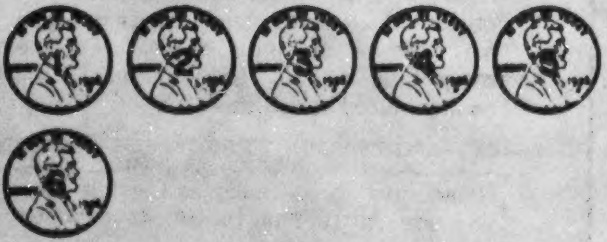
D. Counts numbers 1-2-3-4

1) You count 1-2-3-4 with client
2) Client counts 1; you count 2-3-4 with client
3) Client counts 1-2; you count 3-4 with client
4) Client counts 1-2-3; you count 4 with client
5) Client counts 1-2-3-4 alone



E. Counts numbers 1-2-3-4-5

1) You count 1-2-3-4-5 with client
2) Client counts 1-2; you count 3-4-5 with client
3) Client counts 1-2-3; you count 4-5 with client
4) Client counts 1-2-3-4; you count 5 with client
5) Client counts 1-2-3-4-5 alone

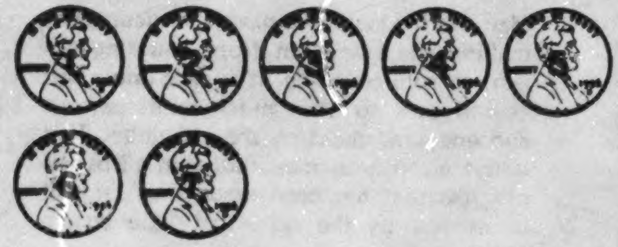
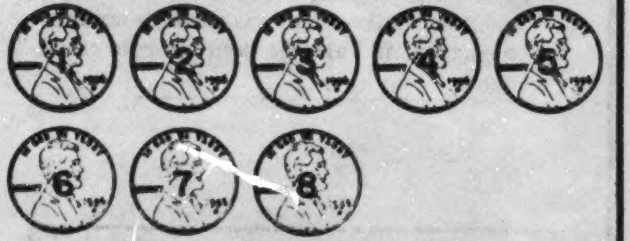
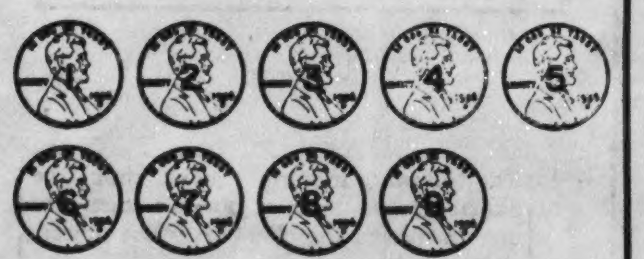
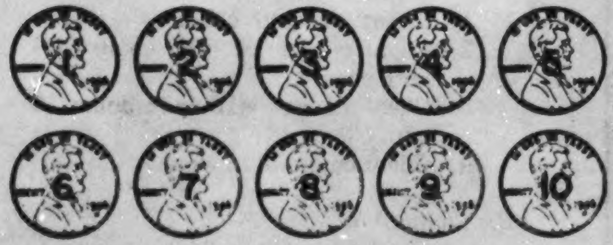


F. Counts numbers 1-2-3-4-5-6

1) You count 1-2-3-4-5-6 with client
2) Client counts 1-2-3, you count 4-5-6 with client
3) Client counts 1-2-3-4; you count 5-6 with client
4) Client counts 1-2-3-4-5; you count 6 with client
5) Client counts 1-2-3-4-5-6 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE	KEYPOINTS
	**G. Counts numbers 1-2-3-4-5-6-7** 1) You count 1-2-3-4-5-6-7 with client 2) Client counts 1-2-3-4; you count 5-6-7 with client 3) Client counts 1-2-3-4-5; you count 6-7 with client 4) Client counts 1-2-3-4-5-6; you count 7 with client 5) Client counts 1-2-3-4-5-6-7 alone
	**H. Counts numbers 1-2-3-4-5-6-7-8** 1) You count 1-2-3-4-5-6-7-8 with client 2) Client counts 1-2-3-4-5; you count 5-6-7 with client 3) Client counts 1-2-3-4-5-6; you count 7-8 with client 4) Client counts 1-2-3-4-5-6-7; you count 8 with client 5) Client counts 1-2-3-4-5-6-7-8 alone
	**I. Counts numbers 1-2-3-4-5-6-7-8-9** 1) You count 1-2-3-4-5-6-7-8-9 with client 2) Client counts 1-2-3-4-5-6; you count 7-8-9 with client 3) Client counts 1-2-3-4-5-6-7; you count 8-9 with client 4) Client counts 1-2-3-4-5-6-7-8; you count 9 with client 5) Client counts 1-2-3-4-5-6-7-8-9 alone
	**J. Counts numbers 1-2-3-4-5-6-7-8-9-10** 1) You count 1-2-3-4-5-6-7-8-9-10 with client 2) Client counts 1-2-3-4-5-6-7; you count 8-9-10 with client 3) Client counts 1-2-3-4-5-6-7-8; you count 9-10 with client 4) Client counts 1-2-3-4-5-6-7-8-9; you count 10 with client 5) Client counts 1-2-3-4-5-6-7-8-9-10 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

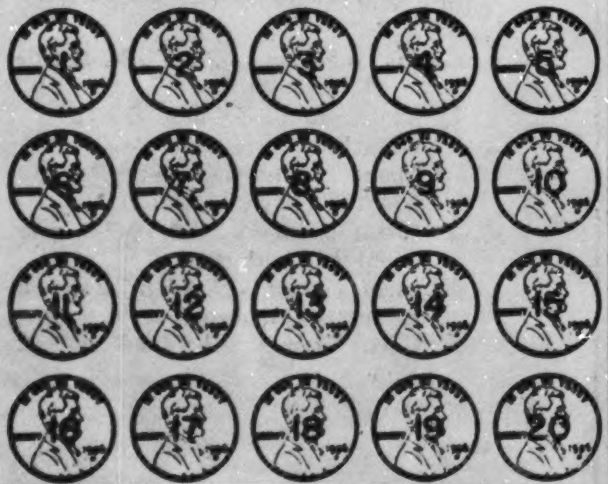
PROCEDURE

2.- Rote counting

a. No objects or coins are to be used. The individual is now required to verbalize the correct numerical response without the aid of objects or coins to count.

B. Counts to 20 by 1's

1. The same procedures (counting objects or coins and rote counting) are to be used for counting to 20 by 1's as they were for counting to 10 by 1's.



KEYPOINTS

2. Many individuals will have a difficult time making the transition from counting objects to rote counting. It is very important at this time to offer much reinforcement and encouragement to the individual. If it is not given, you may find that all of the progress that has been made thus far will be negated by the individual experiencing failure.

The same training sequence and reinforcement procedure that was used for counting objects should also be used for rote counting.

Client must be able to count to 10 by 1's before beginning instruction on counting to 20 by 1's.

1. The following training sequence should be adhered to as much as possible when you are instructing the client to count objects as well as rote counting.

A. Counts 1-11

1) Count 1-11 with client
2) Client counts 1-8; you count 9-11 with client
3) Client counts 1-10; you count 11 with client
4) Client counts 1-11 alone

B. Counts 1-12

1) Count 1-12 with client
2) Client counts 1-9; you count 10-12 with client
3) Client counts 1-11; you count 12 with client
4) Client counts 1-12 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE	KEYPOINTS

C. Counts 1-13

1) Count 1-13 with client
2) Client counts 1-10; you count 11-13 with client
3) Client counts 1-12; you count 13 with client
4) Client counts 1-13 alone

D. Counts 1-14

1) Count 1-14 with client
2) Client counts 1-11; you count 12-14 with client
3) Client counts 1-13; you count 14 with client
4) Client counts 1-14 alone

E. Counts 1-15

1) Count 1-15 with client
2) Client counts 1-12; you count 13-15 with client
3) Client counts 1-14; you count 15 with client
4) Client counts 1-15 alone

F. Counts 1-16

1) Count 1-16 with client
2) Client counts 1-13; you count 14-16 with client
3) Client counts 1-15, you count 16 with client
4) Client counts 1-16 alone

G. Counts 1-17

1) Count 1-17 with client
2) Client counts 1-14; you count 15-17 with client
3) Client counts 1-16; you count 17 with client
4) Client counts 1-17 alone

H. Counts 1-18

1) Count 1-18 with client
2) Client counts 1-15; you count 16-18 with client
3) Client counts 1-17; you count 18 with client
4) Client counts 1-18 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE	KEYPOINTS

I. Counts 1-19

1) Count 1-19 with client
2) Client counts 1-16; you count 17 with client
3) Client counts 1-18; you count 19 with client
4) Client counts 1-19 alone

J. Counts 1-20

1) Count 1-20 with client
2) Client counts 1-17; you count 18 with client
3) Client counts 1-19; you count 20 with client
4) Client counts 1-20 alone

Client must be able to count to 20 by 1's before beginning instruction on counting to 30 by 1's.

C. Counts to 30 by 1's

1. The same procedures (counting objects or coins and rote counting) are to be used for counting to 30 by 1's as they were for counting to 10 by 1's.

1. The following training sequence should be adhered to as much as possible when you are instructing the client to count objects as well as rote counting.

A. Counts 20-21

1) Count 20-21 with client
2) Client counts 20; you count 21 with client
3) Client counts 20-21 alone

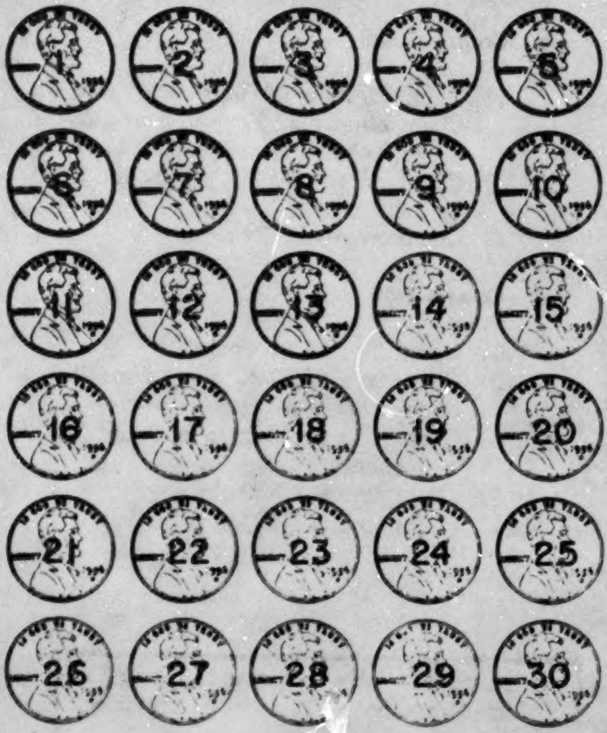
B. Counts 20-22

1) Count 20-22 with client
2) Client counts 20; you count 21-22 with client
3) Client counts 20-21; you count 22 with client
4) Client counts 20-22 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE



KEYPOINTS

C. Counts 20-23

1) Count 20-23 with client
2) Client counts 20-21; you count 22-23 with client
3) Client counts 20-22; count 23 with client
4) Client counts 20-23 alone

D. Counts 20-24

1) Count 20-24 with client
2) Client counts 20-22; you count 23-24 with client
3) Client counts 20-23; you count 24 with client
4) Client counts 20-24 alone

E. Counts 20-25

1) Count 20-25 with client
2) Client counts 20-23; you count 24-25 with client
3) Client counts 20-24; you count 25 with client
4) Client counts 20-25 alone

F. Counts 20-26

1) Count 20-26 with client
2) Client counts 20-24; you count 25-26 with client
3) Client counts 20-25; you count 26 with client
4) Client counts 20-26 alone

G. Counts 20-27

1) Count 20-27 with client
2) Client counts 20-25; you count 26-27 with client
3) Client counts 20-26; you count 27 with client
4) Client counts 20-27 alone

H. Counts 20-28

1) Count 20-28 with client
2) Client counts 20-26; you count 27-28 with client
3) Client counts 20-27, you count 28 with client
4) Client counts 20-28 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE | **KEYPOINTS**

I. **Counts 20-29**

1) Count 20-29 with client
2) Client counts 20-27; you count 28-29 with client
3) Client counts 20-28; you count 29 with client
4) Client counts 20-29 alone

J. **Counts 1-30**

1) Count 20-30 with client
2) Client counts 20-28; you count 29-30 with client
3) Client counts 20-29; you count 30 with client
4) Client counts 20-30 alone
5) Client counts 1-30 alone

Client must be able to count to 30 by 1's before beginning instruction on counting to 40 by 1's.

D. **Counts to 40 by 1's**

1. The same procedures (counting objects or coins and rote counting) are to be used for counting to 40 by 1's as they were for counting to 10 by 1's.

1. The following training sequence should be adhered to as much as possible when you are instructing the client to count objects as well as rote counting.

A. **Counts 30-31**

1) Count 30-31 with client
2) Client counts 30; you count 31 with client
3) Client counts 30-31 alone

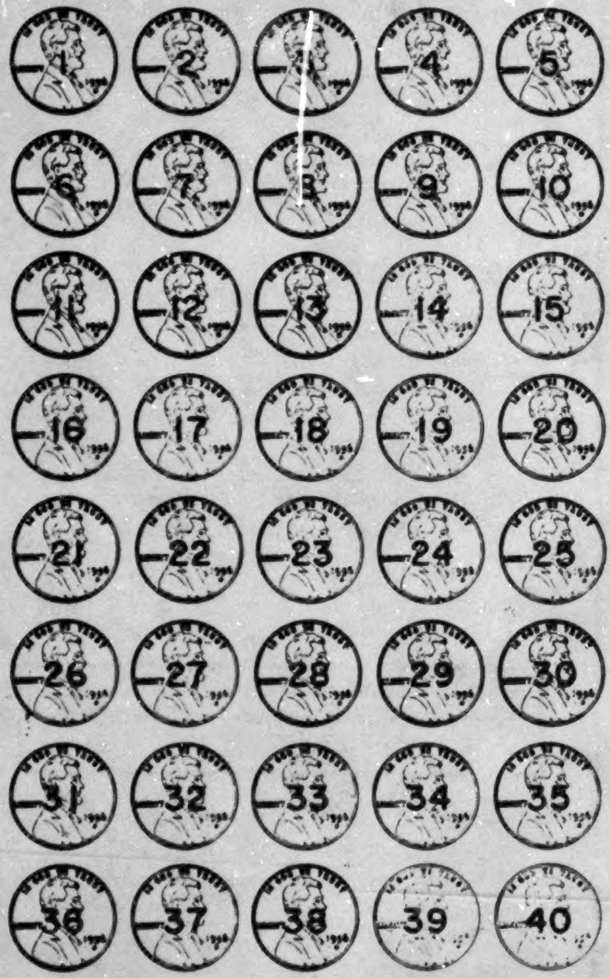
B. **Counts 30-32**

1) Count 30-32 with client
2) Client counts 30; you count 31-32
3) Client counts 30-31; you count 32 with client
4) Client counts 30-32 alone

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.1**

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE	**KEYPOINTS**



C. **Counts 30-33**

1) Count 30-33 with client
2) Client counts 30-31; you count 32-33 with client
3) Client counts 30-32; you count 33 with client
4) Client counts 30-33 alone

D. **Counts 30-34**

1) Count 30-34 with client
2) Client counts 30-32; you count 33-34 with client
3) Client counts 30-33; you count 34 with client
4) Client counts 30-33 alone

E. **Counts 30-35**

1) Count 30-35 with client
2) Client counts 30-33; you count 34-35 with client
3) Client counts 30-34; you count 35 with client
4) Client counts 30-35 alone

F. **Counts 30-36**

1) Count 30-36 with client
2) Client counts 30-34; you count 34-36 with client
3) Client counts 30-35; you count 36 with client
4) Client counts 30-36 alone

G. **Counts 30-37**

1) Count 30-37 with client
2) Client counts 30-35; you count 36-37 with client
3) Client counts 30-36; you count 37 with client
4) Client counts 30-37 alone

H. **Counts 30-38**

1) Count 30-38 with client
2) Client counts 30-36; you count 37-38 with client
3) Client counts 30-37; you count 38 with client
4) Client counts 30-38 alone

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.1

OBJECTIVE: COUNTS TO 100 BY 1'S

PROCEDURE

E. Counts to 50 by 1's

1. The same procedures (counting objects or coins and rote counting) are to be used for counting to 50 by 1's as they were for counting to 10 by 1's.

F. Counts to 60 by 1's

G. Counts to 70 by 1's

H. Counts to 80 by 1's

I. Counts to 90 by 1's

J. Counts to 100 by 1's

KEYPOINTS

I. Counts 30-39

1) Count 30-39 with client
2) Client counts 30-37; you count 38-39 with client
3) Client counts 30-38; you count 39 with client
4) Client counts 30-39 alone

J. Counts 1-40

1) Count 30-40 with client
2) Client counts 30-38; you count 39-40 with client
3) Client counts 30-39; you count 40 with client
4) Client counts 30-40 alone
5) Client counts 20-40 alone
6) Client counts 10-40 alone

Client must be able to count to 40 by 1's before beginning instruction on counting to 50 by 1's.

Client must be able to complete the preceding procedural steps before beginning instruction on counting procedures F., G., H., I., J.

COURSE TITLE:	MONEY HANDLING	**TRAINING SEQUENCE**	
SKILL AREA:	ARITHMETIC SKILLS	**SKILL AREA NO.:**	1.1
OBJECTIVE:	COUNTS TO 100 BY 10'S	**OBJECTIVE NO.:**	1.1.2

INSTRUCTIONAL MATERIALS REQUIRED: 100 PENNIES
10 DIMES

PERFORMANCE CRITERIA: CLIENT WILL COUNT NUMBERS TO 100 BY 10'S WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible — small group instruction may be implemented if each group member is functioning at relatively the same level in terms of counting.

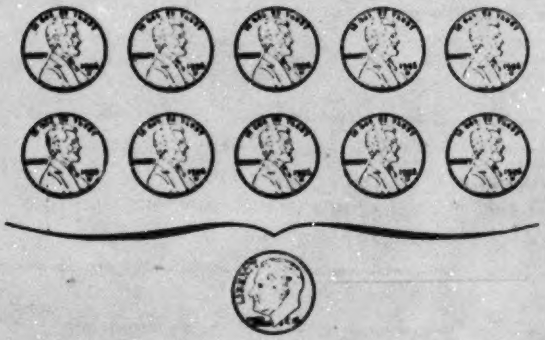
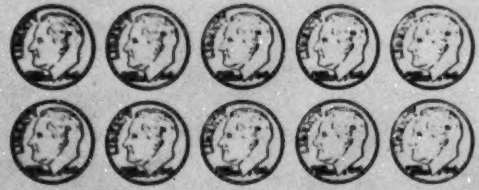
PRE-REQUISITE: Clients should have completed Objective 1.1.1.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Counts to 100 by 10's	A. The specific objective is not broken down further into procedural steps because it should be taught as one process.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.2

OBJECTIVE: COUNTS TO 100 BY 10'S

PROCEDURE	KEYPOINTS
1. Counting pennies and dimes	1. By first counting pennies and then dimes, the client is not only introduced to the concept of groups of ten but is also introduced to some basic making change principles.
a. First have the client count out ten pennies and then place a dime beside the stack of pennies. Then have the client count out another ten pennies and place another dime beside this pile of pennies; continue this process for 100 pennies and ten dimes. After each dime is placed beside each pile of pennies, have the client verbalize the appropriate number; 10, 20, 30, 40, etc. 	a. Be sure the client understands the concept of groups of ten before proceding, ie., he is counting only one number at a time but these numbers represent groups of ten items.
2. Using dimes to count to 100 by 10's	2. Be sure counting to 100 by 10's is initiated through the use of dimes before beginning actual rote counting.
a. Place 10 dimes in front of the client and have him/her point to each dime as he/she verbalizes the appropriate number. 	a. The following training sequences can be used while instructing the client to count to 100 by 10's using dimes. **METHOD NO. 1** 1) Client counts by 10's to 100 with the instructor. 2) Client counts by 10's to 90 with instructor and counts 100 independently. 3) Client counts by 10's to 80 with instructor and counts 90 and 100 independently.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.2

OBJECTIVE: COUNTS TO 100 BY 10'S

PROCEDURE **KEYPOINTS**

4) Client counts by 10's to 70 with instructor and counts 80, 90, 100 independently.
5) Client counts by 10's to 60 with instructor and counts 70, 80, 90, 100 independently.
6) Client counts by 10's to 50 with instructor and counts 60, 70, 80, 90, 100 independently.
7) Client counts by 10's to 40 with instructor and counts 50, 60, 70, 80, 90, 100 independently.
8) Client counts by 10's to 30 with instructor and counts 40, 50, 60, 70, 80, 90, 100 independently.
9) Client counts by 10's to 20 with instructor and counts 30, 40, 50, 60, 70, 80, 90, 100 independently.
10) Client counts 10 with instructor and counts 20, 30, 40, 50, 60, 70, 80, 90, 100 independently.

METHOD NO. 2

1) Counts 10
    a) Client counts 10 with instructor.
    b) Client counts 10 independently (no cue).
2) Counts 10, 20
    a) Client counts 10, 20 with instructor.
    b) Client counts 10 independently and 20 with instructor.
    c) Client counts 10, 20 independently.
3) Counts 10, 20, 30
    a) Client counts 10, 20, 30 with instructor.
    b) Client counts 10 independently, counts 20, 30 with instructor.
    c) Client counts 10, 20 independently, counts 30 with instructor.
    d) Client counts 10, 20, 30 independently.

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.2**

OBJECTIVE: COUNTS TO 100 BY 10'S

PROCEDURE	KEYPOINTS

4) Counts 10, 20, 30, 40
   a) Client counts 10, 20, 30, 40 with instructor.
   b) Client counts 10 independently, counts 20, 30, 40 with instructor.
   c) Client counts 10, 20, independently, counts 30, 40 with instructor.
   d) Client counts 10, 20, 30 independently, counts 40 with instructor.
   e) Client counts 10, 20, 30, 40, independently.

5) Counts 10, 20, 30, 40, 50
   a) Client counts 10, 20, 30, 40, 50 with instructor.
   b) Client counts 10, 20 independently, counts 30, 40, 50 with instructor.
   c) Client counts 10, 20, 30, independently, counts 40, 50 with instructor.
   d) Client counts 10, 20, 30, 40, independently, counts 50 with instructor.
   e) Client counts 10, 20, 30, 40, 50 independently.

6) Counts 10, 20, 30, 40, 50, 60
   a) Client counts 10, 20, 30, 40. 50, 60 with instructor.
   b) Client counts 10, 20, 30 independently, counts 40, 50, 60 with instructor.
   c) Client counts 10, 20, 30, 40, independently, counts 50, 60 with instructor.
   d) Client counts 10, 20, 30, 40, 50 independently, counts 60 with instructor.
   e) Client counts 10, 20, 30, 40, 50, 60 independently.

7) Counts 10, 20, 30, 40, 50, 60, 70
   a) Client counts 10, 20, 30, 40, 50, 60, 70 with instructor.
   b) Client counts 10, 20, 30, 40 independently, counts 50, 60, 70 with instructor.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.12

OBJECTIVE: COUNTS TO 100 BY 10'S

PROCEDURE	KEYPOINTS
	c) Client counts 10, 20, 30, 40, 50 independently, counts 60, 70 with instructor. d) Client counts 10, 20, 30, 40, 50, 60 independently, counts 70 with instructor. e) Client counts 10, 20, 30, 40, 50, 60, 70 independently. 8) Counts 10, 20, 30, 40, 50, 60, 70, 80 a) Client counts 10, 20, 30, 40, 50, 60, 70, 80, with instructor. b) Client counts 10, 20, 30, 40, 50 independently, counts 60, 70, 80 with instructor. c) Client counts 10, 20, 30, 40, 50, 60 independently, counts 70, 80, with instructor. d) Client counts 10, 20, 30, 40, 50, 60, 70 independently, counts 80 with instructor. e) Client counts 10, 20, 30, 40, 50, 60, 70, 80, independently. 9) Counts 10, 20, 30, 40, 40, 50, 60, 70, 80, 90, a) Client counts 10, 20, 30, 40, 50, 60, 70, 80, 90 with instructor. b) Client counts 10, 20, 30, 40, 50, 60 independently, counts 70, 80, 90 with instructor. c) Client counts 10, 20, 30, 40, 50, 60, 70, independently, counts 80, 90 with instructor. d) Client counts 10, 20, 30, 40, 50, 60, 70, 80 independently. e) Client counts 10, 20, 30, 40, 50, 60, 70, 80, 90 independently.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.2

OBJECTIVE: COUNTS TO 100 BY 10'S

PROCEDURE	KEYPOINTS
	10) Counts 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 a) Client counts 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 with instructor. b) Client counts 10, 20, 30, 40, 50, 60, 70 independently, counts 80, 90, 100 with instructor. c) Client counts 10, 20, 30, 40, 50, 60, 70, 80 independently, counts 90, 100 with instructor. d) Client counts 10, 20, 30, 50, 60, 70, 80, 90 independently, counts 100 with instructor. e) Client counts 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 independently.
3. Rote counting	3. Many individuals will have a difficult time making the transition from counting coins to rote counting. It is very important at this time to offer much reinforcement and encouragement to the individual. If it is not given, you may find that all of the progress that has been made thus far will be negated by the individual experiencing failure.
a. No coins are to be used. The individual is now required to verbalize the correct numerical response without the aid of coins to count.	a. The same training sequence and reinforcement procedure that was used for counting, should also be used for rote counting.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

OBJECTIVE NO.: 1.1.3

INSTRUCTIONAL MATERIALS REQUIRED: NUMBER CARDS
NUMBER CHARTS

PERFORMANCE CRITERIA: CLIENT WILL IDENTIFY NUMBERS 1 TO 100 AT RANDOM WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same arithmetic skills and knowledge.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 and 1.1.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Number recognition through 10	A. Supply client with sets of cards having (1) objects only, (2) number symbols only, (3) objects and symbols combined. Ask the client to match the number symbol with the appropriate number of objects. This should introduce the concept of numbers representing a certain number of objects. The best objects to use are pennies.
1. Client identifies numbers 1 - 2 a. Verbalize and write numbers on the blackboard. b. Have client match number with its mate as the number is given verbally by instructor. c. Have client find numbers when given verbally by instructor. d. Have client read numbers without cueing.	1. Use number charts (see example).

1	2

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

PROCEDURE	KEYPOINTS
2. Client identifies numbers 3 - 4 a. Verbalize and write numbers on the blackboard. b. Have client match number with its mate as the number is given verbally by instructor. c. Have client find numbers when given verbally by instructor. d. Have client read numbers without cueing.	2. Use number charts. 3 4
3. Client identifies numbers 5 - 6 a. Verbalize and write numbers on the blackboard. b. Have client match number with its mate as the number is given verbally by instructor. c. Have client find numbers when given verbally by instructor. d. Have client read numbers without cueing.	3. Use number charts. 5 6
4. Client identifies numbers 7 - 8 a. Verbalize and write numbers on the blackboard. b. Have client match number with its mate as the number is given verbally by instructor. c. Have client find numbers when given verbally by instructor. d. Have client read numbers without cueing.	4. Use number charts. 7 8
5. Client identifies numbers 9 - 10 a. Verbalize and write numbers on the blackboard. b. Have client match number with its mate as the number is given verbally by instructor. c. Have client find numbers when givven verbally by instructor. d. Have client read numbers without cueing.	5. Use number charts. 9 10

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

PROCEDURE	KEYPOINTS

B. Number recognition 11 through 20

1. Client identifies numbers 11 - 12
    a. Verbalize and write numbers on the blackboard.
    b. Have client match number with its mate as the number is given verbally by instructor.
    c. Have client find numbers when given verbally by instructor.
    d. Have client read numbers without cueing.

1. Use number charts.

11	12

2. Client identifies numbers 13 - 14
    a. Verbalize and write numbers on the blackboard.
    b. Have client match number with its mate as the number is given verbally by instructor.
    c. Have client find numbers when given verbally by instructor.
    d. Have client read numbers without cueing.

2. Use number charts.

13	14

3. Client identifies numbers 15 - 16
    a. Verbalize and write numbers on the blackboard.
    b. Have client match number with its mate as the number is given verbally by instructor.
    c. Have client find numbers when given verbally by instructor.
    d. Have client read numbers without cueing.

3. Use number charts.

15	16

4. Client identifies numbers 17 - 18
    a. Verbalize and write numbers on the blackboard.
    b. Have client match number with its mate as the number is given verbally by instructor.
    c. Have client find numbers when given verbally by instructor.
    d. Have client read numbers without cueing.

4. Use number charts.

17	18

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

PROCEDURE

5. Client identifies numbers 19 - 20
   a. Verbalize and write numbers on the blackboard.
   b. Have client match number with its mate as the number is given verbally by instructor.
   c. Have client find numbers when given verbally by instructor.
   d. Have client read numbers without cueing.

C. Number recognition 20 through 30

D. Number recognition 30 through 40

E. Number recognition 40 through 50

F. Number recognition 50 through 60

G. Number recognition 60 through 70

H. Number recognition 70 through 80

I. Number recognition 80 through 90

J. Number recognition 90 through 100

K. Client identifies numbers 1 - 100 independly:

1. When number card is presented by instructor.
2. From number sheet where numerals 1 - 100 are randomly placed.

KEYPOINTS

5. Use number charts.

19	20

Repeat the above training sequence for each procedural step through " identifies numbers 90 through 100". Utilize number chart.

90	100

1	100

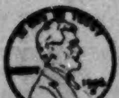
SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

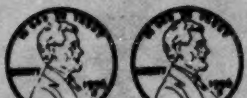
OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

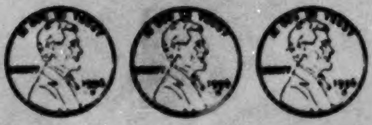
1	2
3	4
5	6
7	8
9	10

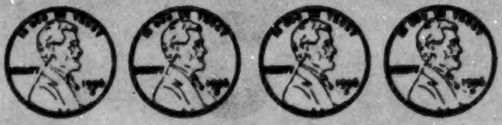
SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

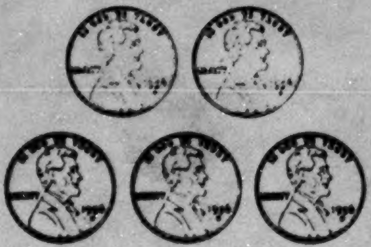
OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

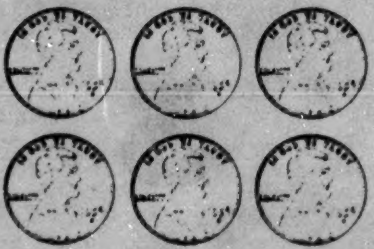


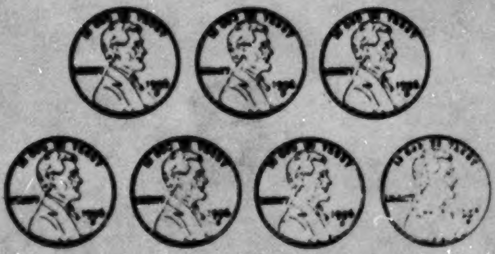


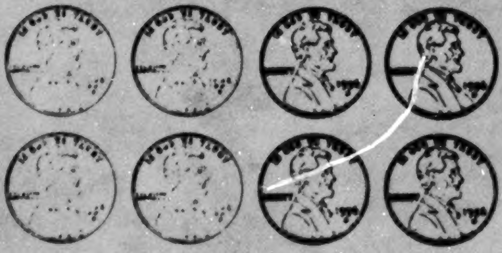


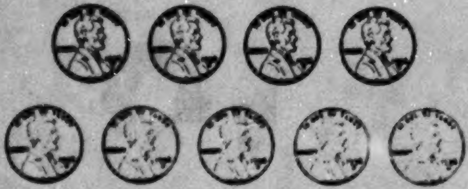


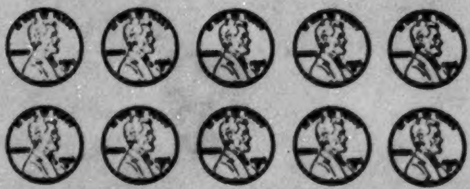






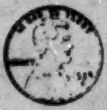
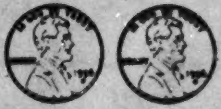
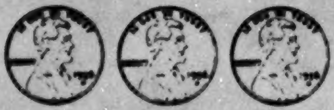
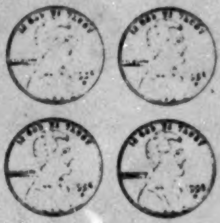
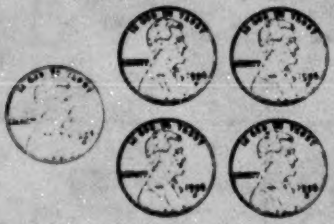
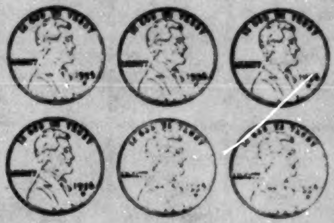
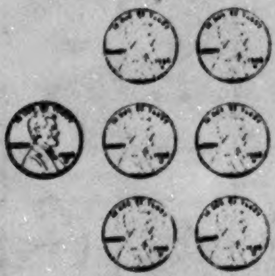
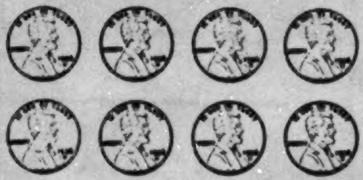
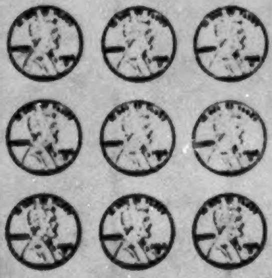
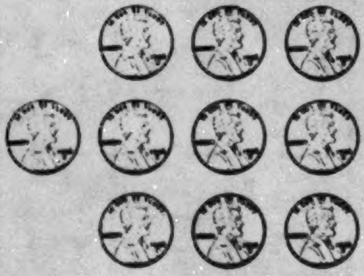






SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.3

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

1 	2 
3 	4 
5 	6 
7 	8 
9 	10 

SKILL NO.: 1.1

OBJECTIVE NO.: 1.1.3

OBJECTIVE: CLIENT IDENTIFIES NUMBERS TO 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: CLIENT WRITES NUMBERS TO 100

OBJECTIVE NO.: 1.1.4

INSTRUCTIONAL MATERIALS REQUIRED: COUNTING FRAMES DOT-TO-DOT SHEETS
FILL IN THE NUMBER WORKSHEETS

PERFORMANCE CRITERIA: CLIENT WILL WRITE NUMBERS 1 THROUGH 100, CONSECUTIVELY, WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same arithmetic skills and knowledge. Structure your teaching in lecture form following the procedural steps below. Each step must be fully understood by individual members of the group before preceding to the next step.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1, 1.1.2, and 1.1.3.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

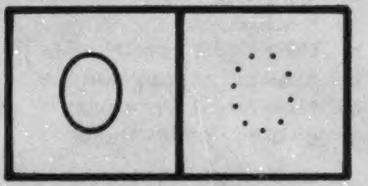
PROCEDURE

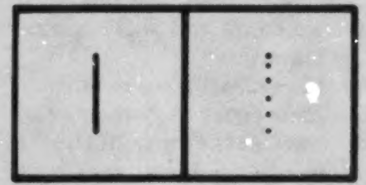
A. Client writes numbers 0 - 10

1. Client writes the number "0"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.
2. Client writes the number "1"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.

KEYPOINTS

A. Have client use dot-to-dot sheets for tracing numbers (see example).



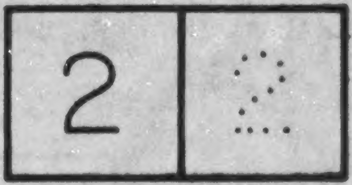


SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.4

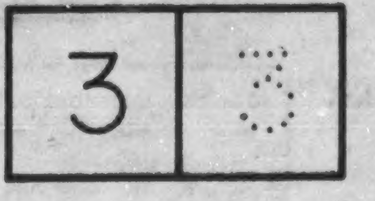
OBJECTIVE: CLIENT WRITES NUMBERS TO 100

PROCEDURE | **KEYPOINTS**

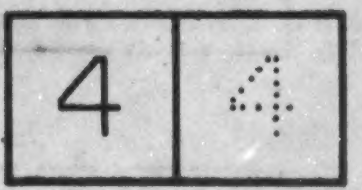
3. Client writes the number "2"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



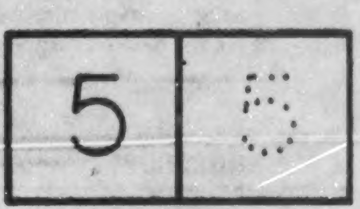
4. Client writes the number "3"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



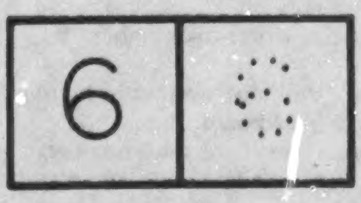
5. Client writes the number "4"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



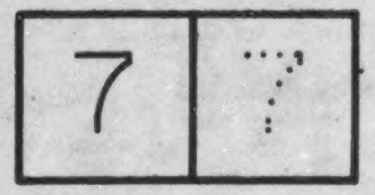
6. Client writes the number "5"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



7. Client writes number "6"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



8. Client writes number "7"
   - a. Verbalize and write number on the blackboard.
   - b. Have client trace number.
   - c. Have client copy number.
   - d. Have client write number when given orally by instructor.



SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.4**

OBJECTIVE: CLIENT WRITES NUMBERS TO 100

PROCEDURE

9. Client writes number "8"
   a. Verbalize and write number on the blackboard.
   b. Have client trace number.
   c. Have client copy number.
   d. Have client write number when given orally by instructor.

10. Client writes number "9"
    a. Verbalize and write number on the blackboard.
    b. Have client trace number.
    c. Have client copy number.
    d. Have client write number when given orally by instructor.

11. Client writes number "10"
    a. Verbalize and write number on the blackboard.
    b. Have client trace number.
    c. Have client copy number.
    d. Have client write number when given orally by instructor.

B. Client writes numbers 11 - 19

C. Client writes numbers 20 - 30

D. Client writes numbers 30 - 40

E. Client writes numbers 40 - 50

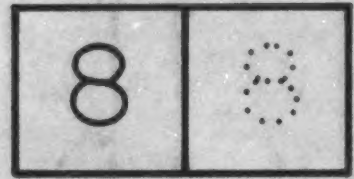
F. Client writes numbers 50 - 60

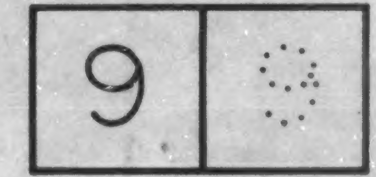
G. Client writes numbers 80 - 90

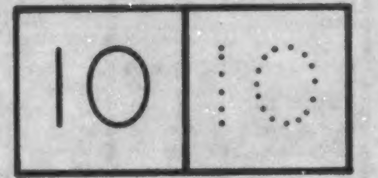
J. Client writes numbers 90 - 100

K. Client writes numbers 1 - 100 independently.

KEYPOINTS







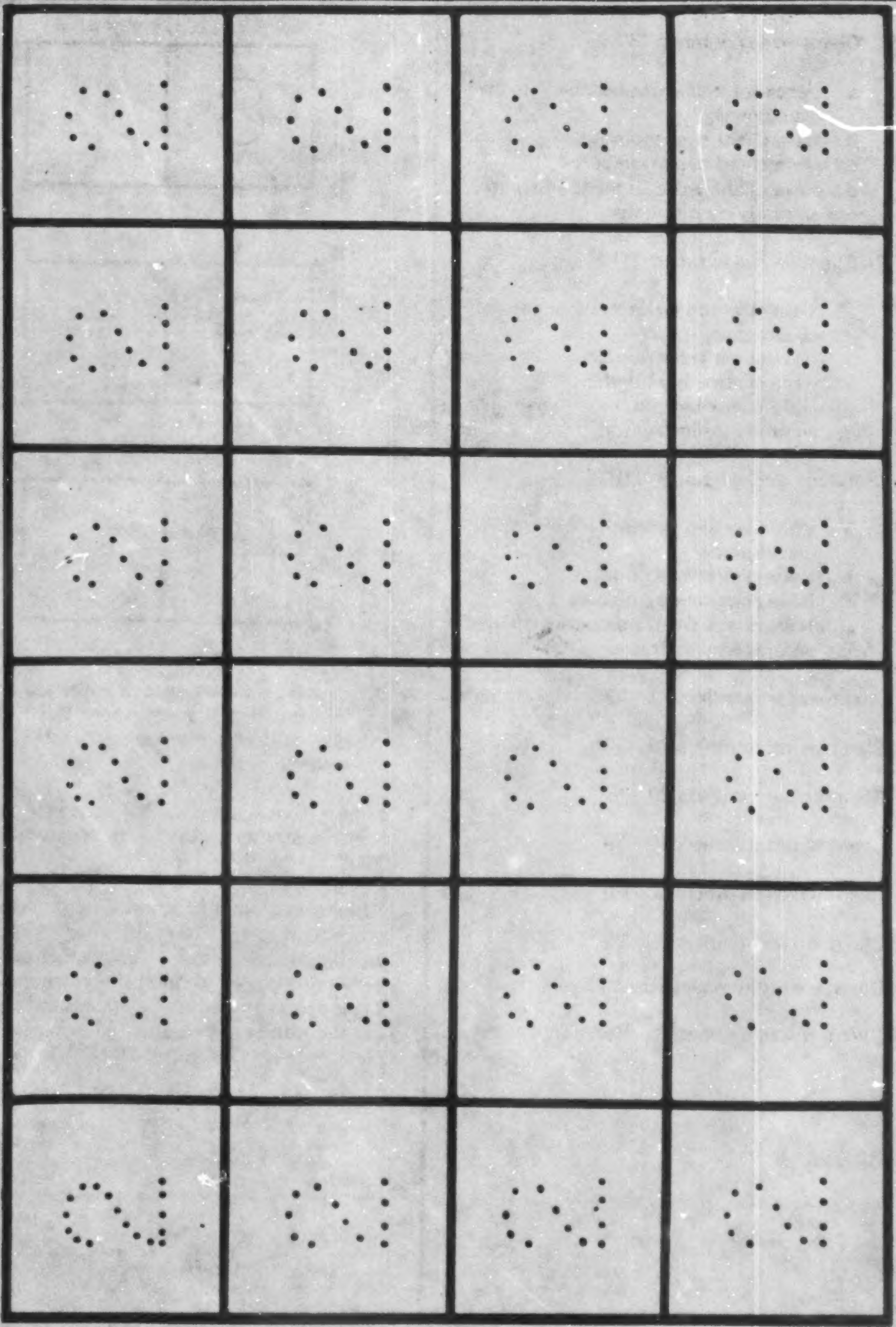
B. Explain that two place numbers are formed by removing the zero from the 10 and replacing it with numbers 1 through 9 in consecutive order.

Repeat the above training sequence for each procedural step through "writes numbers 90 - 100".

After the client has gone through each of the procedural steps, have him/her practice the writing skills by using the worksheets where he/she is required to fill in the missing numbers. Then utilize the counting frames to teach writing the numbers in sequential order (see examples).

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.4

OBJECTIVE: CLIENT WRITES NUMBERS TO 100



SKILL NO.: 1.1

OBJECTIVE: CLIENT WRITES NUMBERS TO 100

OBJECTIVE NO.: 1.1.4

	2	3		5			8		10
11	12				16	17		19	
21		23	24	25		27	28		
	32		34	35			38		40
41		43			46	47		49	
			54		56		58		60
61	62			65		67		69	
	72	73				77	78		80
		83	84		86		88		
91	92			95		97		99	100

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: COUNTS TO 100 BY 5'S **OBJECTIVE NO.:** 1.1.5

INSTRUCTIONAL MATERIALS REQUIRED:
20 NICKELS BEADS PAPER CLIPS
BUTTONS MARBLES ETC.
CLOCK COUNTING FRAMES

PERFORMANCE CRITERIA: CLIENT WILL COUNT BY 5'S TO 100 FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible — small group instruction may be implemented if each group member is functioning at relatively the same level in terms of counting.

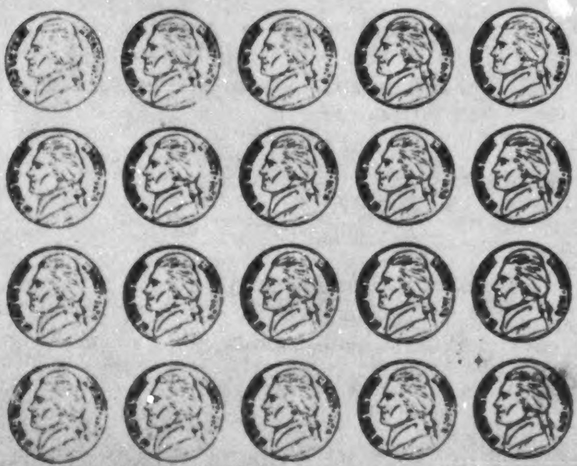
PRE-REQUISITE: Clients should have completed Objectives 1.1.1, 1.1.2, 1.1.3, and 1.1.4.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Counts to 50 by 5's	A. Much repetition will be required. The following training sequence should be adhered to as much as possible when instructing counting objects.
1. Counting objects a. Place various amounts of nickels in front of client. Have client point to each coin as he verbalizes the appropriate number.	1. Any objects which are available will do, but nickels will be most beneficial in that basic making change principles can be introduced. a. Counts number 50 1) Count 5 - 45 with client. 2) Client counts 50 alone. b. Counts numbers 45, 50 1) Count 5 - 40 with client. 2) Client counts 45, 50 alone.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.5

OBJECTIVE: COUNTS TO 100 BY 5'S

PROCEDURE	KEYPOINTS
	c. Counts numbers 40, 45, 50 1) Count 5 - 35 with client. 2) Client counts 40, 45, 50 alone.
	d. Continue sequence until client counts 5 - 50 independently.
2. Rote Counting	2. The same training sequence that was used for the counting of objects, should be used for rote counting.
B. Counts by 5's from 55 to 100	The client should be able to count to 50 by 5's before initiating further training.
1. The same procedures (counting objects and rote counting) are to be used for counting from 55 to 100 by 5's as they were for counting to 50 by 5's.	1. The following training sequence should be adhered to as much as possible.
	a. Counts number 100 1) Counts 55 - 95 with client. 2) Client counts 100 alone.
	b. Counts numbers 95, 100 1) Count 55 - 90 with client 2) Client counts 95, 100 alone.
	c. Counts 90, 95, 100 1) Count 55 - 85 with client. 2) Client counts 90, 95, 100 alone
	d. Continue sequence until client counts 55 - 100 independently.
C. Counts by 5's to 100	
1. Place 20 nickels in front of client. Have client count nickels as he points to each one, telling total. 	

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.5

OBJECTIVE: COUNTS TO 100 BY 5'S

PROCEDURE	KEYPOINTS
2. Place a clock in front of client. Have client count by 5's as he points to each number on the clock.	2. Any clock will suffice but the "original Judy clock" is most beneficial to utilize in this instructional activity.
	As an additional technique it may be helpful to have the client write the numbers 5 - 100 by fives in two columns, placing all numbers with the number "5" in the first column and all numbers with the number "0" in the second column. (Refer to page 1-34)

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.5

OBJECTIVE: COUNTS TO 100 BY 5'S

COURSE TITLE: MONEY HANDLING

SKILL AREA: ARITHMETIC SKILLS

OBJECTIVE: COUNTS TO 100 BY 25'S

INSTRUCTIONAL MATERIALS REQUIRED: 4 QUARTERS

TRAINING SEQUENCE

SKILL AREA NO.: 1.1

OBJECTIVE NO.: 1.1.6

PERFORMANCE CRITERIA: CLIENT WILL COUNT TO 100 BY 25'S WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible – small group instruction may be implemented if each group member is functioning at relatively the same level in terms of counting.

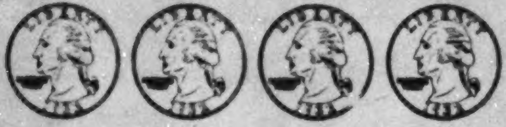
PRE-REQUISITE: Clients should have completed Objectives 1.1.1 through 1.1.5.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Counts to 100 by 25's	The following training sequence should be adhered to as much as possible when instructing counting objects.
1. Counting objects	1. Any objects which are available will do, but quarters will be most beneficial in that basic making change principles can be introduced.
a. Place 4 quarters in front of client. Have him count coins, pointing to each one as he verbalizes the appropriate numbers.	a. Counts number 100 1) Count 25 - 75 with client. 2) Client counts 100 alone. b. Count 75, 100 1) Count 25, 50 with client. 2) Client counts 75, 100 alone.

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.6**

OBJECTIVE: COUNTS TO 100 BY 25'S

PROCEDURE	KEYPOINTS
	c. Counts 50, 75, 100 1) Count 25 with client. 2) Client counts 50, 75, 100 alone. d. Counts 25, 50, 75, 100 1) Count 25, 50, 75 with client. 2) Client counts 25, 50, 75, 100 alone.
2. Rote counting	2. The same training sequence that was used for counting objects should be used for rote counting.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: COUNTS TO 1000 BY 100'S

OBJECTIVE NO.: 1.1.7

INSTRUCTIONAL MATERIALS REQUIRED: 10 BLOCKS MARKED 100 ON EACH

PERFORMANCE CRITERIA: CLIENT WILL COUNT TO 1000 BY 100'S WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible — small group instruction may be implemented if each group member is functioning at relatively the same level in terms of counting,

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 through 1.1.6.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Counts to 1000 by 100's	A. Instructor first counts to 1000 by 100's as a model for client. The following training sequence should be adhered to as much as possible when instructing counting objects.
1. Counting objects	1. Any objects which are available will do. However, blocks marked "100" will serve the purpose very well.
a. Place 10 blocks in front of client. have him count the blocks, pointing to each one as he verbalizes the appropriate number.	a. Counts number 1000 1) Count 100 to 900 with client. 2) Client counts 1000 alone. b. Counts 900, 1000 1) Count 100 - 800 with client. 2) Client counts 900, 1000 alone.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.7

OBJECTIVE: COUNTS TO 1000 BY 100'S

PROCEDURE

100	100
100	100
100	100
100	100
100	100

KEYPOINTS

c. Counts 800, 900, 1000
   1) Count 100 - 700 with client.
   2) Client counts 800, 900, 1000 alone.

d. Counts 700, 800, 900, 1000
   1) Count 100 - 600 with client.
   2) Client counts 700, 800, 900, 1000 alone.

f. Counts 500, 600, 700, 800, 900, 1000
   1) Count 100 - 400 with client.
   2) Client counts 500, 600, 700, 800, 900, 1000 alone.

g. Counts 400, 500, 600, 700, 800, 900, 1000
   1) Count 100 - 300 with client.
   2) Client counts 400, 500, 600, 700, 800, 900, 1000 alone.

h. Counts 300, 400, 500, 600, 700, 800, 900, 1000
   1) Count 100, 200 with client.
   2) Client counts 300, 400, 500, 600, 700, 800, 900, 1000 alone.

i. Counts 200, 300, 400, 500, 600, 700, 800, 900, 1000
   1) Count 100 with client.
   2) Client counts 200, 300, 400, 500, 600, 700, 800, 900, 1000 alone.

j. Counts 100 - 1000
   a) Count 100 - 1000 with client.
   b) Client counts 100 - 1000 alone.

2. Rote counting

2. The same training sequence that was used for the counting of objects should be used for rote counting.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: UNDERSTANDS "GREATER THAN", "LESS THAN", "EQUAL TO" **OBJECTIVE NO.:** 1.1.8

INSTRUCTIONAL MATERIALS REQUIRED:

COINS CHECKERS NUMBER CHART
MARBLES DOMINOES TWO IDENTICAL BOXES
WORKSHEETS NUMBER CARDS 1 THRU 100

PERFORMANCE CRITERIA:

CLIENTS WILL SCORE 100% ON A WRITTEN AND/OR AN ORAL EXAM WHERE THEY MUST SELECT NUMBERS THAT ARE MORE THAN, LESS THAN, OR EQUAL TO A GIVEN NUMBER FOR THREE CONSECUTIVE DAYS.

APPLICATION:

The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.
Structure your teaching following the procedural steps outlined below. Each term must be fully understood by individual members of the group before proceeding to the next term.
Instruct using the following connotations: for greater than, say larger than, bigger than, more than; for less than, say smaller than, littler than. These should be implemented only if the client finds "greater than" and "less than" confusing.
Do not go on to the next procedural step until the client has mastered the preceding step.
A great deal of repetition of training sequences will be necessary. Be certain to utilize all of the instructional materials required listed above when following each of the procedural steps.

PRE-REQUISITE:

Clients should have completed Objectives 1.1.1 through 1.1.7.

REINFORCEMENT

Help clients correct any incorrect responses in a very neutral manner. Give enthusiastic reinforcement for each correct response, and for each correct response made more independently than previously.

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.8**

OBJECTIVE: UNDERSTANDS "GREATER THAN", "LESS THAN", "EQUAL TO"

PROCEDURE	KEYPOINTS
A. Client responds "bigger than" using ten or less concrete objects.	
1. Place two boxes in front of the client. Place a varied number of objects in each, asking him/her to point to the box containing the larger amount.	1. The following training sequence should be adhered to as much as possible when instructing the client. a. Place one checker in one box and ten checkers in the other. "Which has more, or the larger number of checkers?" b. Three checkers and seven checkers. "Which box has more, or the larger number of checkers?" If this type of procedure fails to elicit the appropriate response, go back to the preceding step of the training sequence.
B. Client responds "smaller than" using ten or less concrete objects.	
1. Place two boxes in front of the client. Place a varied number of objects in each, asking him/her to point to the box containing the smaller amount.	1. The following training sequence should be adhered to as much as possible when instructing the client. a. Two checkers in one box and nine in the other. "Which box has the smaller number of checkers?" b. Six checkers and seven checkers. "Which box has the smaller number of checkers?" c. Place five checkers in one box and seven in the other. First ask, "Which box has more, or the larger number of checkers?" Then ask, "Which box has the smallest number of checkers? Be sure the biggest number is not always first.

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.8**

OBJECTIVE: UNDERSTANDS "GREATER THAN", "LESS THAN", "EQUAL TO"

PROCEDURE	KEYPOINTS
C. Number line 0 - 20	C. Explain that the farther the number is (to the right) on the number line, the bigger it is. Show the client the direction on the line rather than just telling the client. The following training sequence should be used: 1. Lay the number line in front of the client. "Which is bigger, 6 or 4?" You point to numbers as you name them. He is then to point to or name number 6. 2. "Which is bigger, 2 or 1?" Point to the numbers as you name them. 3. "Which number is smaller, 5 or 10?" Point to numbers as you say them. He is then to point to or name 5. 4. Point to number 5. Ask client to show you a number smaller then 5. Then tell client to show you a number bigger than 5. NOTE: The instructor may utilize any number between 0 and 20.
D. Number charts 0 - 100	D. Explain to the client that the farther the number is to the right and the farther it is down the page of the chart, the bigger it is. Show client the directions as well as tell the client. 1. Repeat activities for teaching the number line, but utilize much larger numbers. You are not to point to the number when given, however, the client either points to the number or verbalizes its name.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.8

OBJECTIVE: UNDERSTANDS "GREATER THAN", "LESS THAN", "EQUAL TO"

PROCEDURE	KEYPOINTS
E. Number cards	E. Lay the prescribed cards out in front of the client in random order. Be sure the smaller or larger card is not always in the same position. The following training sequence should be used: 1. With two cards out ask, "Which is bigger?" or "Which is smaller?" (Any combination of numbers can be used.) 2. With three cards out; repeat activities for step 1. However, you will ask client to select both the biggest and the smallest number for each step. Repeat this step many times using various combinations of numbers.
F. Money	F. Repeat activities for teaching number cards.
G. Equal to	G. Repeat activities for teaching greater than and less than, using concrete objects, i.e., a pile of books; same sized objects; pencils, crayons, beads, etc. Money may also be used to show equal amounts.
H. Relative Comparison	H. Provide written problems in which client must select (1) the bigger number or amount (2) the smaller number or amount, (3) equal numbers or amounts. (The following phases apply to each of the above groups: 1. Using no distractor 2. Using one distractor 3. Using two distractors

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: UNDERSTANDS ORDINAL NUMBERS (FIRST, SECOND, THIRD, ETC.)

OBJECTIVE NO.: 1.1.9

INSTRUCTIONAL MATERIALS REQUIRED: NUMBER CHARTS
FAMILIAR OBJECTS

PERFORMANCE CRITERIA: CLIENT WILL IDENTIFY, WITH 100% ACCURACY, ORDINAL NUMBERS FIRST THROUGH TENTH FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below. Each term must be fully understood by individual members of the group before proceeding to the next term. Introduce the concept of ordinals by placing several objects before the client. Explain first, second, next to last, etc.

A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with the ordinal concepts.

Objects should be placed in front of client when using the training sequence.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 through 1.1.8.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client identifies "first"	A. Client responds first when: 1. Pointing to object, you say first. 2. You give starting sound, "fir". 3. Pointing to object, you give no verbal cue.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.9

OBJECTIVE: UNDERSTANDS ORDINAL NUMBERS (FIRST, SECOND, THIRD, ETC.)

PROCEDURE	KEYPOINTS
B. Client identifies "second"	B. Client responds second when: 1. Pointing to object, you say second. 2. You give starting sound "sec". 3. Pointing to object, you give no verbal cue.
C. Client identifies "third"	C. Client responds third when: 1. Pointing to object, you say third. 2. You give starting sound "th." 3. Pointing to object, you give no verbal cue.
D. Client identifies "fourth"	D. Client responds fourth when: 1. Pointing to object, you say fourth. 2. You give starting sound "for". 3. Pointing to object, you give no verbal cue.
E. Client identifies "fifth"	E. Client responds fifth when: 1. Pointing to object, you say fifth. 2. You give starting sound "fif". 3. Pointing to object, you give no verbal cue.
F. Client identifies "sixth"	F. Client responds sixth when: 1. Pointing to object, you say sixth. 2. You give starting sound "si". 3. Pointing to object, you give no verbal cue.
G. Client identifies "seventh"	G. Client responds seventh when: 1. Pointing to object, you say seventh. 2. You give starting sound "sev". 3. Pointing to object, you give no verbal cue.
H. Client identifies "eighth"	H. Client responds eighth when: 1. Pointing to object, you say eighth. 2. You give starting sound "e". 3. Pointing to object, you give no verbal cue.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.9

OBJECTIVE: UNDERSTANDS ORDINAL NUMBERS (FIRST, SECOND, THIRD, ETC.)

PROCEDURE	KEYPOINTS
I. Client identifies "ninth"	I. Client responds ninth when: 1. Pointing to object, you say ninth. 2. You give starting sound "n". 3. Pointing to object, you give no verbal cue.
J. Client identifies "tenth"	J. Client responds tenth when: 1. Pointing to object, you say tenth. 2. You give starting sound "te". 3. Pointing to object, you give no verbal cue.
	After client has mastered ordinals first through tenth, discuss the position "next to last". Have client point out the object in tenth place. Then say, "Now show me the object that is next to the last." Discuss ordinals eleventh through thirteenth to give the client exposure to and the awareness of other ordinal positions. Utilize exercises in oral directions, i.e., pick up the third book, go to the first row, and sit in the sixth chair, etc. Use pictures of car races, horse races, etc., asking client the car in first place, third place, etc.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: CLIENT KNOWS PLACE VALUE TO 10,000 **OBJECTIVE NO.:** 1.1.10

INSTRUCTIONAL MATERIALS REQUIRED: NUMBER CARDS WORKSHEETS
PLACE VALUE CHART

PERFORMANCE CRITERIA: CLIENT WILL STATE PLACE VALUE FOR EACH NUMBER UP TO TEN-THOUSANDS WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Introduce place value by explaining that in each number the numerals belong in a specified place. Tell clients to write the number 27. Ask which number is first; which last. Demonstrate that if the numerals were reversed the number would be different. Ask clients to give first numerals and last numerals for any given two-digit numbers. Utilize a great deal of oral drill. When mastered, introduce units and tens.

PRE-REQUISITE: Clients should have completed Objectives 1.1.7 and 1.1.8.

REINFORCEMENT: Help the client correct any incorrect responses in a very neutral manner. Give enthusiastic reinforcement for each correct response and for each correct response made more independently than previously.

PROCEDURE	KEYPOINTS
A. Client states ones and tens	A. Explain that the first numeral in a two-digit number is in the tens place; the last in the ones place. 1. Give client 2 cards having "tens" on one, and "ones" on the other. Have client use these as a guide. Instructor then states a two-digit number having the client raise card to identify numerals.
B. Client states hundreds place	B. Introduce by writing a three-digit number on the chalkboard or on a piece of paper. Client then reads the number. Ask for numbers in ones and tens place. Instructor identifies "hundreds" place, and has the client make a card for "hundreds". Repeat activities for teaching ones and tens.

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.10**

OBJECTIVE: CLIENT KNOWS PLACE VALUE TO 10,000

PROCEDURE	KEYPOINTS
C. Client states thousands	C. Repeat activities for teaching ones through hundreds. Move on only when the previous step has been accomplished.
D. Client states ten-thousands	D. Repeat activities for teaching ones through thousands.

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COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: ADDS WITHOUT CARRYING **OBJECTIVE NO.:** 1.1.11

INSTRUCTIONAL MATERIALS REQUIRED: BLOCKS BEADS COUNTING FRAMES
DOMINOES FLANNEL BOARD NUMBER AIDS FLASH CARDS
NUMBER CHARTS PEG BOARDS AND PEGS WORKSHEETS

PERFORMANCE CRITERIA: WITHOUT CARRYING, CLIENTS WILL ADD ONE, TWO, AND THREE COLUMN ADDITION PROBLEMS WITH 100% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best sized group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.

Provide many experiences with concrete objects in which the client gains skill in recognition of groups or sets. Use objects such as: shoes for two, tricycle wheels for three, wagon wheels for four, and fingers on hand for five.

Use number lines, oral drills, chalk board exercises, and ditto sheets to introduce and reinforce the concept of sequence of numbers. Client should be able to recognize numbers falling before, between, and after any other number.

Emphasize and explain that addition is "putting" together of objects. In all written problems tell the client to include the plus sign so as to enable recognition. Stress the use of the sign in different positions.

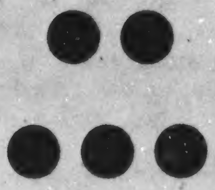
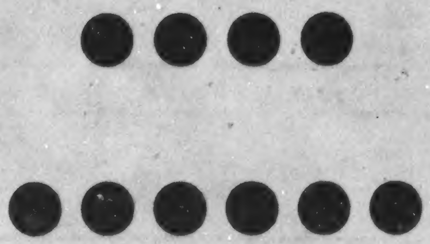
PRE-REQUISITE: Clients should have completed Objectives 1.1.1 through 1.1.10.

REINFORCEMENT: Give verbal cues or demonstrations to help the client make the correct responses in working the problem only when necessary. In the beginning you will probably have to give constant help to teach the client the procedure. Gradually reduce the amount of help you give as the client becomes more proficient in working the problems. Be sure you do not reduce the help you give too quickly.

As the clients work the problems you are to tell them step by step if they are correct or not. As soon as they make an error say "no" and help them correct it in a neutral manner before they proceed. If they are able to complete the problems correctly without help or with less help than before, give enthusiastic social praise. If they require more help than usual or work it incorrectly just say, "that's fine" or "that's incorrect".

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.11

OBJECTIVE: ADDS WITHOUT CARRYING

PROCEDURE	KEYPOINTS
A. Client adds using zero.	A. Emphasize that "O" stands for nothing; therefore any number plus "0" (or nothing) will be that number. Much practice will be necessary to teach this concept.
B. Client adds objects totaling 9 or less.  	B. Before beginning actual addition, it will be beneficial to begin instruction by having the individual count objects to reach a specified total. 1. The following training sequence should be adhered to as much as possible. a. Groups: 2, 3 1) Pointing to each object, in first group, counts 1, 2. 2) Pointing to each object, in second group, counts 1, 2, 3. 3) Returning to the first group, pointing to the objects, counts 1, 2. 4) Pointing to each object in the second group, counts 3, 4, 5. 5) Client states the sum of 2 and 3 is 5. b. Groups: 4, 6 1) Pointing to each object, in the first group, client counts 1, 2, 3, 4. 2) Pointing to each object, in the second group, client counts 1, 2, 3, 4, 5, 6. 3) Returning to the first group, pointing to the objects, client counts 1, 2, 3, 4. 4) Pointing to each object in the second group, client counts 5, 6, 7, 8, 9, 10. 5) Client states the sum of 4 and 6 is 10.
C. Client adds numbers with sums to 9; one column addition. 2 // +5 /////	C. The client is to follow the 8 procedural steps below in working each problem. 1. Client is to place the corresponding number of tally marks beside each number. Client must correct any mistakes made at this point. If the client does no[illegible] the mistake, point it out.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.11

OBJECTIVE: ADDS WITHOUT CARRYING

PROCEDURE	KEYPOINTS
	2. Client is to add the marks. Do not point out any mistakes made at this point.
2 // + $\underline{5}$ ///// 7	3. After the client counts the marks, place or write the numerical answer below the equal sign at the bottom of the problem. Do not point out any mistakes made at this point.
2 // + $\underline{5}$ ///// 7 ///////	4. Client is to place the corresponding number of tally marks beside the answer. Client must correct any mistake made at this point; if client does not see the mistake, point it out.
	5. Client is then to count the number of tally marks above and below the total line. Client is to correct any mistake in counting at this point; if client does not notice the mistake point it out.
	6. After the client counts the marks, ask, "Is the answer right?" Client is to answer "yes" or "no".
	7. Then ask, "why?" Client is to explain either that the answer is right because there is the same number of marks on each side of the total line, or that the answer is wrong because there is a different number of marks on each side of the total line.
	8. If the answer is wrong, help the client work steps 1 through 5 and correct the mistake.
	When this step is mastered, the client is to follow the procedure below in working all problems.
	1. The client is to point to the smallest number of the problem and make tally marks next to it. For example, in the following problem: 6 + $\underline{3}$
6 + $\underline{3}$ ///	The client should mark tally marks or x's next to the number 3.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.11

OBJECTIVE: ADDS WITHOUT CARRYING

PROCEDURE	KEYPOINTS
	2. The client is then to name the other number of the problem while pointing to it. The client is to continue counting the tally marks or x's made next to the smallest number.
6 + 3 ✓✓✓ 9	3. The client is then to write the total below the add line of the problem. 4. The client is to read the problem to you out loud while pointing to the corresponding part of the problem.
D. Client works 2 and 3 column addition.	D. Introduce by emphasizing the recording of the right hand number first and adding in rows.
4¦6 + 3¦2	1. Instruct and demonstrate how the client is to divide the problem into columns.
4¦6 +/// 3¦2 //	2. Client is to place tally marks at the side of the smallest number in each column. 3. Client then names the other numbers and continues to count the tally marks.
4¦6 +/// 3¦2 // ¦8	4. Client writes down the total and repeats procedure with the other columns.
E. Client works multicolumn addition problems.	E. Repeat the training sequence for teaching two and three column addition problems.
	Ideally it is most beneficial for the client to work problems without using tally marks. As soon as it is possible, fade away from the use of tally marks. Do allow the client to use any method that will help in working the problems.
	Word problems should be introduced orally, as the teacher reads to the client. Include daily experiences, progressing to simple written problems as client is able. Emphasize repeatedly that addition refers to "How many", "plus", and "and".

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: SUBTRACTS WITHOUT BORROWING

OBJECTIVE NO.: 1.1.12

INSTRUCTIONAL MATERIALS REQUIRED:
BEADS
BLOCKS
COUNTERS
WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL BE ABLE TO SUBTRACT ONE, TWO, AND THREE COLUMN SUBTRACTION PROBLEMS WITHOUT BORROWING, WITH 100% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best sized group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below.

PRE-REQUISITE: Clients should have completed Objective 1.1.11.

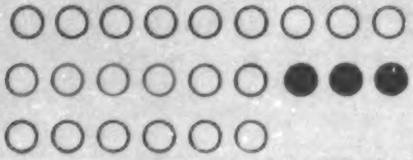
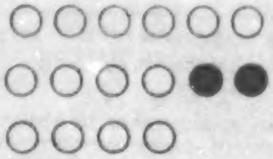
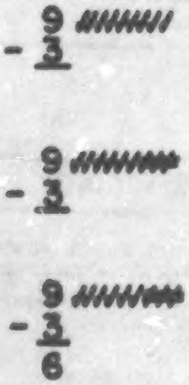
REINFORCEMENT: Give verbal cues or demonstrations to help the client make the correct responses in working the problem only when neccessary. In the beginning you will probably have to give constant help to teach the client the procedure. Gradually reduce the amount of help you give as the client becomes more proficient in working the problems. Be sure you do not reduce the help you give too quickly.

As the client works the problem you are to tell, step by step, if it is correct or not. As soon as the client makes an error say, "no" and help correct it in a neutral manner before proceeding. If the client is able to complete the problems correctly without help or with less help than before, give enthusiastic social prasie. If the client requires more help than usual or work it incorrectly just say, "that's fine" or "that's incorrect".

PROCEDURE	KEYPOINTS
A. Client subtracts objects representing the number 9 or less.	A. Before beginning actual subtraction it will be beneficial to begin instruction by having the individual use objects to reach a specified total. 1. The following training sequence should be adhered to as much as possible.

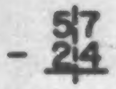
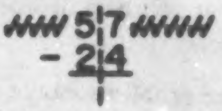
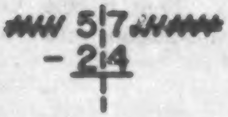
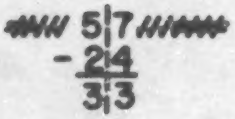
SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.12**

OBJECTIVE: SUBTRACTS WITHOUT BORROWING

PROCEDURE	KEYPOINTS
	a. 9 objects take away 3 objects 1) Client counts total number of objects. 2) Client counts three objects, setting them aside. 3) Client counts remaining 6 objects, pointing to each while counting. 4) Client states, "9 take away 3 is 6.
	b. 6 objects take away 2 objects 1) Client counts total amount of objects. 2) Client counts 2 objects setting them aside. 3) Client counts remaining 4 objects pointing to each while counting. 4) Client states, "6 take away 2 is 4".
B. Client subtracts numbers with differences less than 10.	**B. The client is to follow the procedural steps below in working each problem.**
	**1. The client is to point to the largest number of the problem and make tally marks next to it. For example in the following problem:** $\begin{array}{r} 9 \\ -\underline{3} \end{array}$ **The client should write tally marks next to the number 9.** **2. The client is to name the other number of the problem while pointing to that number. The client is to cross out that number of tally marks.** **3. The client then counts the number of tally marks left and writes the number below the subtraction line.** **4. The client is to read the problem to you while pointing to the corresponding part of the problem.**
C. Client checks subtraction problems.	**C. Begin instruction only after one column subtraction is mastered.** **1. Have client cover top number.**

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.12

OBJECTIVE: SUBTRACTS WITHOUT BORROWING

PROCEDURE	KEYPOINTS
	2. Client adds the answer to the number above it. 3. If the total of the two numbers equals the top number, the answer is correct.
D. Client works problems having a zero.	D. Review "0" principle, zero or nothing subtracted from any number is always that number.
E. Client works 2 and 3 column subtraction problems.	E. Introduce by emphasizing the recording of the right hand number first and subtracting in rows.
	1. Instruct and demonstrate how client is to divide problem into columns.
	2. Client is to make tally marks at the side of the largest number in each column.
	3. Client is to name the other number, marking out that many tally marks.
	4. Client is to count the tally marks that are left, writing down the number in the correct column.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.12

OBJECTIVE: SUBTRACTS WITHOUT BORROWING

PROCEDURE	KEYPOINTS
F. Client works multicolumn subtraction problems with 3 or more numbers.	F. Repeat the training sequence for teaching 2 and 3 column subtraction problems. If using "0", be certain it is not in the top number.
	Introduce counting backwards as a method of instruction for teaching subtraction.
	Ideally, it is most beneficial for the client to work problems without using tally marks. As soon as it is possible, fade away from the use of tally marks. However, do allow the client to use any method that will help in working the problems.
	As in addition, word problems should be introduced orally, as teacher reads to the client. Include daily experiences, progressing to simple written problems as client is able. Emphasize repeatedly that subtraction refers to "take away", or "minus".

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: ADDS WITH CARRYING **OBJECTIVE NO.:** 1.1.13

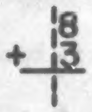
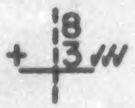
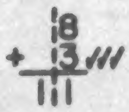
INSTRUCTIONAL MATERIALS REQUIRED: BEADS
MARBLES
WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL WORK MULTICOLUMN ADDITION PROBLEMS, WITH CARRYING, AT 90% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: Re-emphasize and explain that addition is "putting together" objects. In all written problems tell the client to include the plus sign. Stress adding in rows. Review the "0" principle, that "0" added to any number is that number.

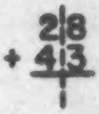
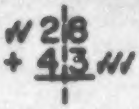
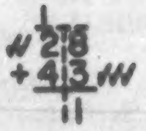
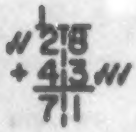
PRE-REQUISITE: Clients should have completed Objective 1.1.11.

REINFORCEMENT: Help the client correct any incorrect responses in a very neutral manner. Give enthusiastic social reinforcement for each correct response made in working a problem and for each correct response made more independently than previously.

PROCEDURE	KEYPOINTS
A. Client adds 1 column figures totaling 10 or more.   	A. The following procedural steps are to be adhered to as much as possible. 1. Have client divide the problem into columns. 2. The client is to make tally marks next to the smallest number. 3. The client is to name the remaining number and continue counting the tally marks. 4. The client is to write the total below the add line of the problem, dividing his answer into columns.

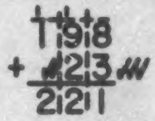
SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.13**

OBJECTIVE: ADDS WITH CARRYING

PROCEDURE	KEYPOINTS
	When first learning the procedure, guide the clients hand. Tell the client in very simple instructions what to do every step of the way. Do not explain why the steps are done–just what to do. Try to give the same instructions the same way each time.
B. Client works two column addition with carrying.	B. Introduce carrying by emphasizing the recording of the right hand number first (last number) and placing the left hand number (first number) above the next column. It might be helpful to the client if you stress that 2 numbers can not be written in one column, therefore you must write down the last number and carry the first.
	1. Have client divide the problem into columns.
	2. Client is to make tally marks next to the smallest number in each column. 3. Client is to name the remaining number and continue counting the tally marks.
	4. Client is to write the last number down and carry the first number to the top of the next column. 5. Client then names the remaining number in the second column and continues counting the tally marks.
	6. Client writes down the total.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.13

OBJECTIVE: ADDS WITH CARRYING

PROCEDURE	KEYPOINTS
C. Client works 3 column addition problems.	C. Repeat procedural steps for teaching 2 column addition with carrying. 
D. Client works 4 column addition problems with 3 or more numbers.	D. Repeat procedural steps for teaching 2 column addition with carrying. It is most beneficial for the client to work problems without using tally marks. As soon as it is possible, fade away from the use of tally marks. However, do allow the client to use any method that will help in working the problems.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: SUBTRACTS WITH BORROWING **OBJECTIVE NO.:** 1.1.14

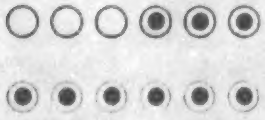
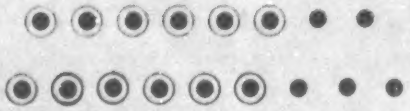
INSTRUCTIONAL MATERIALS REQUIRED: WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL WORK MULTICOLUMN SUBTRACTION PROBLEMS WITH BORROWING, AT 90% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: Stress that when subtracting, the greater or same number must be on the top.

PRE-REQUISITE: Clients should have completed Objectives 1.1.8 and 1.1.12. Before training begins, clients must be able to identify a workable problem.

REINFORCEMENT: Help the client correct any incorrect responses in a very neutral manner. Give enthusiastic social reinforcement for each correct response made in working a problem and for each correct response made more independently than previously.

PROCEDURE	KEYPOINTS
A. Client identifies a workable problem.	A. Follow the training sequence below when instructing the client in identifing if a problem is workable.
	1. Six objects a. Workable 1) Take away 3 objects. 2) Take away 6 objects.
	b. Not Workable 1) Take away 8 objects 2) Take away 9 objects

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.14

OBJECTIVE: SUBTRACTS WITH BORROWING

PROCEDURE	KEYPOINTS

2. Four problems

   a. Write problems on the black board or a piece of paper, example:

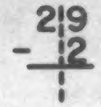
Workable **Not Workable**

$$\left(\begin{array}{cc} 6 & 6 \\ -\underline{3} & -\underline{6} \end{array}\right) \quad \left(\begin{array}{cc} 6 & 6 \\ -\underline{8} & -\underline{9} \end{array}\right)$$

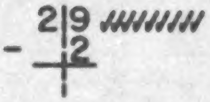
   b. Have client identify the workable problems.

B. Client subtracts a 1 digit number from a 2 digit number without borrowing.

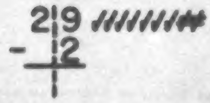
B. The client is to follow the procedural steps listed in working each problem.



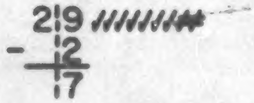
1. Client divides the problem into columns.



2. Client points to the largest number in the first column and makes tally marks next to it.

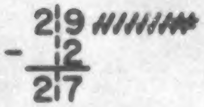


3. Client names the remaining number in the first column while pointing to that number. Client crosses out that number of tally marks.



4. Client counts the number of tally marks remaining and writes the number in the total.

5. Client moves to the next column.



6. Client brings the number down below the line, since there is nothing to subtract.

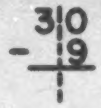
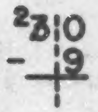
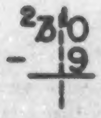
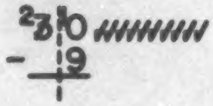
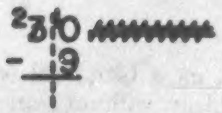
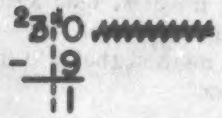
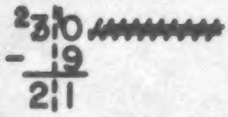
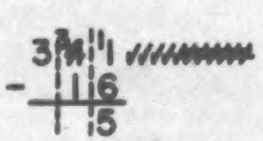
7. Client reads the problem out loud.

C. Client subtracts a 1 digit number from a two digit number with borrowing.

C. The following procedure should be adhered to as much as possible when instructing subtraction with borrowing. Explain the principle of borrowing without emphasis on place value. Review the "O" principle.

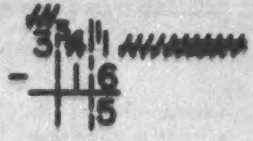
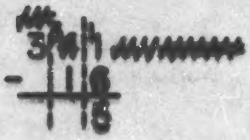
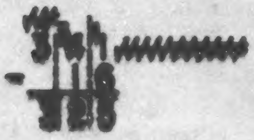
SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.14

OBJECTIVE: SUBTRACTS WITH BORROWING

PROCEDURE	KEYPOINTS
	1. Client divides problem into columns. 2. Client checks the first column to be sure it is workable. 3. Client determines that the problem is workable.
	4. Client borrows "1" from the 3 making it a 2. Client crosses out the 3 and puts a 2 in front of it.
	5. Client puts the "1" borrowed from the 3 in front of the "0" making it "10".
	6. Client makes tally marks for the largest number in the first column. Client subtracts 9 from 10.
	7. Client names the other number, crossing out that number of tally marks.
	8. Client counts the number of tally marks remaining and writes the number.
	9. Client moves to next column.
	10. Client brings the number down, since there is nothing to subtract.
D. Client subtracts a 2 digit number from a 3 digit number with borrowing.	D. Follow the procedural steps listed when instructing.
	1. Repeat the previous steps 1 through 9 listed in Part C.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.14

OBJECTIVE: SUBTRACTS WITH BORROWING

PROCEDURE	KEYPOINTS
	2. Client makes tally marks for the largest number in the second column.
	3. Client names the remaining number and crosses out that many tally marks.
	4. Client counts the number of tally marks remaining and writes the number.
E. Client subtracts multicolumn problems with 3 or more numbers.	E. Repeat previous procedural steps to instruct multicolumn subtraction.
	It is most beneficial for the clients to work problems without using tally marks. As soon as it is possible, fade away from the use of tally marks. However, do allow the clients to use any method that will help in working the problems.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: COUNTS TO 100 BY 2'S **OBJECTIVE NO.:** 1.1.15

INSTRUCTIONAL MATERIALS REQUIRED: NUMBER CHARTS COUNTING FRAMES FAMILIAR GROUP OBJECTS NUMBER LINES WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL BE ABLE TO COUNT BY 2'S TO 100 WITH 100% ACCURACY FOR 3 CONSECUTIVE DAYS.

APPLICATION: The best results will be obtained when the instructor works one-to-one with the individual. In most cases this will not be possible, small group instruction may be implemented if each group member is functioning at relatively the same level.
Be certain the client understands the concept of groups of two before proceeding. A great deal of repetition of the training sequence will be necessary.

PRE-REQUISITE: Clients should have completed Objective 1.1.1.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client counts to 100 by 2's. METHOD NO. 1 1. Counts 10 a. Client counts by 2's to 10 with instructor. b. Client counts by 2's to 8 with instructor. c. Client counts 10 independently. 2. Counts 8, 10 a. Client counts by 2's to 6 with instructor. b. Client counts 8, 10 independently.	

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SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.15

OBJECTIVE: COUNTS TO 100 BY 2'S

PROCEDURE	KEYPOINTS

3. Counts 6, 8, 10
   - a. Client counts by 2's to 4 with instructor.
   - b. Client counts 6, 8, 10 independently.
4. Counts 4, 6, 8, 10
   - a. Client counts by 2's to 2 with instructor.
   - b. Client counts 4, 6, 8, 10 independently.
5. Counts 2, 4, 6, 8, 10
   - a. Client counts by 2's to 10 with instructor.
   - b. Client counts 2, 4, 6, 8, 10 independently.
6. Counts 20
   - a. Client counts by 2's from 10 to 18 with instructor.
   - b. Client counts 20 independently.
7. Counts 18, 20
   - a. Client counts by 2's from 10 to 16 with instructor.
   - b. Client counts 18, 20 independently.
8. Counts 16, 18, 20
   - a. Client counts by 2's from 10 to 14 with instructor.
   - b. Client counts 16, 18, 20 independently.
9. Counts 14, 16, 18, 20
   - a. Client counts by 2's from 10 to 12 with instructor.
   - b. Client counts 14, 16, 18, 20 independently.
10. Counts 12, 14, 16, 18, 20
    - a. Client counts 10 with instructor.
    - b. Client counts 12, 14, 16, 18, 20 independantly.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.15

OBJECTIVE: COUNTS TO 100 BY 2'S

PROCEDURE	KEYPOINTS
11. Counts 10-20 by 2's a. Client counts 10-20 by 2's with instructor. b. Client counts 10-20 by 2's independently.	
12. Counts 2-20 by 2's a. Client counts 2-20 by 2's with instructor. b. Client counts 2-20 by 2's independently.	
13. Counts 20-30	Repeat previous procedural steps for counting by 2's from 20 to 100.
14. Counts 30-40	
15. Counts 2-40	
16. Counts 40-50	
17. Counts 50-60	
18. Counts 2-60	
19. Counts 60-70	
20. Counts 70-80	
21. Counts 2-80	
22. Counts 80-90	
23. Counts 90-100	
24. Counts 2-100	
METHOD NO. 2	
1. Counts 2 a. Client counts 2 with instructor. b. Client counts 2 independently.	
2. Counts 2, 4 a. Client counts 2, 4 with instructor. b. Client counts 2 independently; and counts 4 with instructor. c. Client counts 2, 4 independently.	

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.15

OBJECTIVE: COUNTS TO 100 BY 2'S

PROCEDURE	KEYPOINTS
3. Counts 2, 4, 6 a. Client counts 2, 4, 6 with instructor. b. Client counts 2, 4 independently; and counts 6 with instructor. c. Client counts 2, 4, 6 independently.	
4. Counts 2, 4, 6, 8 a. Client counts 2, 4, 6, 8 with ininstructor. b. Client counts 2, 4 independently; and counts 6, 8 with instructor. c. Client counts 2, 4, 6 independently; and counts 8 with instructor. d. Client counts 2, 4, 6, 8 independently.	
5. Counts 2, 4, 6, 8, 10 a. Client counts 2, 4, 6, 8, 10 with instructor. b. Client counts 2, 4, 6 independently; and counts 8, 10 with instructor. c. Client counts 2, 4, 6, 8 independently; and counts 10 with instructor. d. Client counts 2, 4, 6, 8, 10 independently.	
6. Counts 10-100 by 2's	Repeat previous procedural steps for counting by 2's from 10 to 100.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: MULTIPLIES 1, 2 AND 3 COLUMN NUMBERS **OBJECTIVE NO.:** 1.1.16

INSTRUCTIONAL MATERIALS REQUIRED:
BEADS
BLOCKS
FLASH CARDS
WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL WORK 1, 2, AND 3 COLUMN MULTIPLICATION PROBLEMS WITH 90% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequence will be necessary. Do not go on to the next procedural step until client has mastered the preceeding step.
The best technique to implement in teaching this particular objective is group instruction. The best sized group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.
Give verbal cues or demonstrations to help the client make the correct response in working the problem only when necessary. In the beginning you will probably have to give constant help to teach the client the procedure. Gradually reduce the amount of help you give as the client becomes more proficient in working the problems. Be sure you do not reduce the help you give too quickly.

PRE-REQUISITE: Clients should have completed Objectives 1.1.13 and 1.1.14.

REINFORCEMENT: As the client works the problem follow step by step to tell if it is correct or not. As soon as the client makes an error say, "no" and help correct it in a neutral manner before proceeding. If the client is able to complete the problems correctly without help or with less help than before, give enthusiastic social praise. If the client requires more help than usual or works it incorrectly just say, "that's fine" or "that's correct".

PROCEDURE	KEYPOINTS
A. Client states the property of "0".	A. Supply client with set of cards having "0" times numerals 0-10.
B. Client states multiplication identity (1).	B. Repeat above activities, stress that one times any number is that number.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.16

OBJECTIVE: MULTIPLIES 1, 2 AND 3 COLUMN NUMBERS

PROCEDURE	KEYPOINTS
C. Client states 2 times tables.	C. Supply client with set of cards having 2 times numbers 0-10 with the answers on the reverse side.
1. Use flash cards as a training technique working first one-to-one with instructor and later in individual groups throughout the training sequence.	1. The following training sequence should be adhered to as much as possible when instructing multiplication. a. Showing flash card to client, you verbally read, "What is 2 times 2?" b. Client reads card, "2 times 2 is?" c. Client turns card over and reads "4". d. Client reads flash card giving answer independently. 2. Repeat procedural steps until client can respond to verbal cues only.
D. Client works one place multiplication problems using factor of 2.	D. The problems are to be written vertically, example: $\begin{array}{r} 3 \\ \underline{\times\ 2} \end{array}$ Be certain that the multiplication sign is stressed and used in each problem.
E. Client states 3 times tables. F. Client states 4 times tables. G. Client states 5 times tables. H. Client states 6 times tables. I. Client states 7 times tables. J. Client states 8 times tables. K. Client states 9 times tables.	Repeat procedural steps outlined above. After each level is mastered, have client work on one place multiplication problems.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.16

OBJECTIVE: MULTIPLIES 1, 2 AND 3 COLUMN NUMBERS

PROCEDURE	KEYPOINTS
L. Client works 2 place multiplication problems without carrying.	L. The following procedural steps should be used when instructing two place multiplication problems.
$\begin{array}{r\|l} 2 & 4 \\ \times & 2 \\ \hline & \end{array}$	1. Client divides the problem into columns.
$\begin{array}{r\|l} 2 & 4 \\ \times & 2 \\ \hline & 8 \end{array}$	2. Client begins by multiplying the first column and writing the answer in the same column.
$\begin{array}{r\|l} 2 & 4 \\ \times & 2 \\ \hline 4 & 8 \end{array}$	3. Client takes the bottom number times the number in the next column and writes the answer in that column.
M. Client works multiplication problems with carrying.	M. Begin with two place multiplication problems with carrying. Follow the same training procedure as was used in addition for the explanation of carrying in multiplication.
N. Client works 2 digit multiplication problems without carrying.	N. The following training sequence should be adhered to as much as possible when instructing 2 digit multiplication problems.
$\begin{array}{r\|l} 3 & 3 \\ \times\ 2 & 1 \\ \hline & \end{array}$	1. Client divides the problem into columns.
$\begin{array}{r\|l} 3 & 3 \\ \times\ 2 & 1 \\ \hline & 3 \end{array}$	2. Client begins by multiplying the first column and writing the answer in the same column.
$\begin{array}{r\|l} 3 & 3 \\ \times\ 2 & 1 \\ \hline 3 & 3 \end{array}$	3. Client takes the same number times the number in the next column and writes the answer in that column.
$\begin{array}{r\|r\|l} & 3 & 3 \\ \times & 2 & 1 \\ \hline & 3 & 3 \\ & 6 & \end{array}$	4. Client moves to the next multiplying column and takes that number times the last number written above the multiplier. Client writes the answer directly below the number multiplied by starting a new row.

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.16

OBJECTIVE: MULTIPLIES 1, 2 AND 3 COLUMN NUMBERS

PROCEDURE	KEYPOINTS
$\begin{array}{r} 33 \\ \times 21 \\ \hline 33 \\ 66 \end{array}$	5. Client moves to the next column, multiplies, and writes the answer in front of the number already written down.
$\begin{array}{r} 33 \\ \times 21 \\ \hline 33 \\ 66 \\ \hline 693 \end{array}$	6. Client adds the columns to obtain the answer.
O. Client works 2 digit multiplication problems with carrying.	O. The same training procedure that was used for explaining carrying in addition will be used for explaining carrying in multiplication.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: ARITHMETIC SKILLS **SKILL AREA NO.:** 1.1

OBJECTIVE: DIVIDES **OBJECTIVE NO.:** 1.1.17

INSTRUCTIONAL MATERIALS REQUIRED: BEADS WORKSHEETS
ROCKS

PERFORMANCE CRITERIA: CLIENTS WILL WORK 10 DIVISION PROBLEMS, 5 OF WHICH WILL HAVE REMAINDERS, WITH 90% ACCURACY USING THREE DIFFERENT TESTS FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. The best size group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined. Each definition must be fully understood by individual members of the group before proceeding to the next definition. After each definition has been thoroughly discussed during lecture, have clients copy the definitions of each term or give them a list of the definitions to study.

PRE-REQUISITE: Clients should have completed Objective 1.1.16.

REINFORCEMENT: Help the client correct any incorrect responses in a very neutral manner. Give enthusiastic social reinforcement for each correct response made in working a problem and for each correct response made more independently than previously.

When the clients are first learning the procedure, guide their hands and tell them in very simple instructions what to do every step of the way. Do not explain why they are doing the steps, just what to do. Try to give the same instructions the same way each time.

PROCEDURE	KEYPOINTS
	Before training sequence begins, give client several examples of what the basic priniciple of division is by using objects. Example: 1. Place 8 objects in front of client. 2. Ask client, "How many 2's are there in 8?" 3. Have client set aside all possible groups of 2.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.17

OBJECTIVE: DIVIDES

PROCEDURE	KEYPOINTS
	4. Ask client, "How many 2's are in 8".
	5. Client counts groups of 2's and responds "4".
	Repeat above procedure using various numbers of objects.
A. Client defines divisor.	A. The number you are dividing by.
B. Client defines dividend.	B. The number you are dividing into.
C. Client defines answer.	C. The number of times the dividend can be seperated by the divisor.
D. Client defines division.	D. The separating of a number into equal parts.
1. Demonstrate and explain the two signs indicating division.	1. " ÷ " means divided by, therefore the larger number is written in front of the sign.
	2. " $\overline{)\quad\quad}$ " the larger number is written inside the frame.
E. Client works simple division problems with one digit divisor and one digit dividend.	E. The following training sequence should be adhered to as much as possible when instructing division.
1. Place a division problem in front of client, example:	1. Pointing to the 2 the instructor asks, "How many 2's are there in 8?" or "What number times 2 is 8?"
$2\overline{)8}$	2. Client should respond "4".
$\begin{array}{r}4\\2\overline{)8}\end{array}$	3. Client places the 4 directly above the 8. Client knows that 2 goes into 8, 4 times.
$\begin{array}{r}4\\2\overline{)8}\\8\end{array}$	4. Client multiplies 4 times 2 writing the answer directly below the 8.
$\begin{array}{r}4\\2\overline{)8}\\\underline{8}\\0\end{array}$	5. Client draws a line below 8, and subtracts getting a zero.
	6. The zero signals the problem is finished.

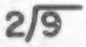
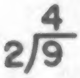
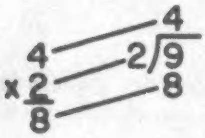
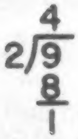
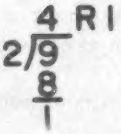
SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.17

OBJECTIVE: DIVIDES

PROCEDURE	KEYPOINTS
F. Client works simple division problems with 1 digit divisor and 2 digit dividend.	F. The following training sequence should be used.
1. Place a division problem in front of client, example: $2\overline{)84}$ $\begin{array}{r} 4 \\ 2\overline{)84} \\ \underline{8} \\ 0 \end{array}$	1. Repeat steps 1 through 6 from the preceding procedural steps.
	2. After getting zero, client checks to see if there are any more numbers to be divided into.
$\begin{array}{r} 4 \\ 2\overline{)84} \\ \underline{8} \\ 04 \end{array}$	3. There is a number, therefore the client writes this number next to the zero. Instructor explains that bringing 4 down gives the room required to work the problem.
	4. Pointing to the 4 the instructor asks, "How many 2's are there in 4?" or "What number times 2 is 4?".
	5. Client responds "2".
$\begin{array}{r} 42 \\ 2\overline{)84} \\ \underline{8} \\ 04 \end{array}$	6. Client places the 2 directly above the 4. Client knows that 2 goes into 4, 2 times.
$\begin{array}{r} 42 \\ 2\overline{)84} \\ \underline{8} \\ 04 \\ 4 \end{array}$	7. Client multiplies 2 times 2 writing the answer directly below the 4.
	8. Client draws a line below the 4 and subtracts getting zero.
$\begin{array}{r} 42 \\ 2\overline{)84} \\ \underline{8} \\ 04 \\ \underline{4} \\ 0 \end{array}$	9. The zero signals the problem is finished. 10. Client checks to see if there are any more numbers to be divided. If there are none, client is finished.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.17

OBJECTIVE: DIVIDES

PROCEDURE	KEYPOINTS
G. Client checks simple division problems. 1. Place a division problem that has been worked in front of client.	G. The instructor should demonstrate using the following sequence. When completed, the client copies and explains procedure. Repeat the procedure until client can work independently. 1. Client writes answer. 2. Client multiplies answer by divisor. 3. Client checks answer with dividend. If they are the same the answer is correct.
H. Client works division problems having a remainder, example:	H. Explain that not all problems will end in a number that can be divided into equally. Adhere to the following training sequence as much as possible.
	1. Pointing to the 2 the instructor asks, "What number times 2 is equal to or less than 9?". 2. Client responds "4".
	3. Client places 4 directly above the 9, knowing that 2 goes into 9 four times.
	4. Client multiplies 4 times 2 and writes the answer, 8, directly below the 9.
	5. Client draws a line below 8 and subtracts. 6. Pointing to the 1 the instructor asks, "How many 2's are there in one?" or "What number times 2 is 1?". 7. Client responds there is no number times 2 that equals 1.
	8. Client explains that 2 will not divide into 1 and there are no other numbers to bring down, so the 1 is the remainder. 9. Client writes the remainder as part of the answer by first writing a capital "R" and then writing the number next to it.

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SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.17

OBJECTIVE: DIVIDES

PROCEDURE	KEYPOINTS
I. Client checks division problem with a remainder.	I. The following training sequence should be used. Repeat until client can work independently.
1. Place a division problem that has been worked in front of client.	1. Client writes answer. 2. Client multiplies answer by divisor. 3. Client adds the remainder to the answer of the preceding step. 4. If the total is the same as the number divided into, the answer is correct.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: ARITHMETIC SKILLS

SKILL AREA NO.: 1.1

OBJECTIVE: READS NUMBER WORDS TO ONE-HUNDRED

OBJECTIVE NO.: 1.1.18

INSTRUCTIONAL MATERIALS REQUIRED: NUMBER NAME CARDS
NUMBER NAME CHARTS

PERFORMANCE CRITERIA: CLIENTS WILL READ NUMBER WORDS TO ONE-HUNDRED WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. The best size group to work with would be three to five individuals who possess relatively the same arithmetic knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 and 1.1.3.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Supply client with two sets of cards. 1. Cards with number symbols and number words. 2. Cards with number words only. Have the clients match the number word with the number. This should introduce the concept of words representing numbers.
A. Number word recognition through ten. 1. Client reads number words one and two. a. Verbalize and write number words on the black board.	

SKILL NO.: 1.1 **OBJECTIVE NO.: 1.1.18**

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PROCEDURE **KEYPOINTS**

   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

2. Client reads number words three and four.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

3. Client reads number words five and six.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

4. Client reads number words seven and eight.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

5. Client reads number words nine and ten.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.18

OBJECTIVE: READS NUMBER WORDS TO ONE-HUNDRED

PROCEDURE	KEYPOINTS

   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

B. Number word recognition from ten to twenty.

1. Client reads number word eleven.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

2. Client reads number word twelve.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

3. Client reads number word thirteen.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.
   d. Client reads number words without cueing.

4. Client reads number words fourteen and fifteen.

   a. Verbalize and write number words on the black board.
   b. Client matches number words on black board with number words given verbally by the instructor.
   c. Client finds number words when given verbally by the instructor.

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OBJECTIVE: READS NUMBER WORDS TO ONE-HUNDRED

PROCEDURE	KEYPOINTS
d. Client reads number words without cueing.	
5. Client reads number words sixteen and seventeen.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
6. Client reads number words eighteen and nineteen.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
7. Client reads number word twenty.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
C. Number word recognition of thirty, forty, fifty, sixty, seventy, eighty, ninety, and one-hundred.	
1. Client reads number word thirty.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor.	

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.18

OBJECTIVE: READS NUMBER WORDS TO ONE-HUNDRED

PROCEDURE	KEYPOINTS
d. Client reads number words without cueing.	
2. Client reads number word forty.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
3. Client reads number word fifty.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
4. Client reads number words sixty and seventy.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
5. Client reads number words eighty and ninety.	
a. Verbalize and write number words on the black board. b. Client matches number words on black board with number words given verbally by the instructor. c. Client finds number words when given verbally by the instructor. d. Client reads number words without cueing.	
6. Client reads number word one-hundred.	

SKILL NO.: 1.1 **OBJECTIVE NO.:** 1.1.18

OBJECTIVE: READS NUMBER WORDS TO ONE-HUNDRED

PROCEDURE	KEYPOINTS
D. Number word recognition from twenty-one to twenty-nine.	D. Stress that these are actually two numbers and that a hyphen is used to separate the two.
E. Number word recognition from thirty-one to thirty-nine.	
F. Number word recognition from forty-one to forty-nine.	
G. Number word recognition from fifty-one to fifty-nine.	Repeat the above training sequence for each procedural step for number recognition from twenty-one to twenty-nine, thirty-one to thirty-nine, and so on.
H. Number word recognition from sixty-one to sixty-nine.	
I. Number word recognition from seventy-one to seventy-nine.	
J. Number word recognition from eighty-one to eighty-nine.	
K. Number word recognition from ninety-one to ninety-nine.	
L. Number word recognition from one to one-hundred.	L. Client reads number words one to one-hundred independently: 1. When number word card is presented by instructor. 2. From sheet where number words one to one-hundred are randomly placed.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE **SKILL AREA NO.:** 1.2

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY **OBJECTIVE NO.:** 1.2.1

INSTRUCTIONAL MATERIALS REQUIRED:

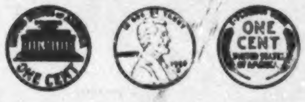
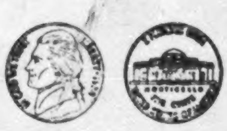
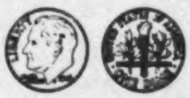
PENNY
NICKEL
DIME
QUARTER
HALF DOLLAR
ONE DOLLAR
ONE DOLLAR BILL
TWO DOLLAR BILL
FIVE DOLLAR BILL
TEN DOLLAR BILL
TWENTY DOLLAR BILL

PERFORMANCE CRITERIA: CLIENTS WILL IDENTIFY THE ABOVE COINS AND CURRENCY WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts.

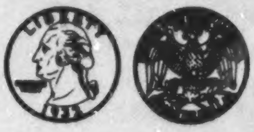
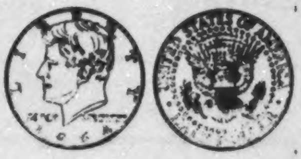
PRE-REQUISITE: None required.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement such as, "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in training sequence.

PROCEDURE	KEYPOINTS
After the clients identify the coin or bill, it may be a helpful technique to discuss its characteristics with them. Try to have the clients point them out; but if they can't, you point them out to them by having them repeat what you say or answer questions to evoke the correct response.	
The characteristics are as follows: 1¢ or penny - brown color or shiny copper	
5¢ or nickel - smooth edges	
10¢ or dime - smallest coin	

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
25¢ or quarter - rough edges, larger than a nickel	
50¢ or half-dollar - larger than a quarter 1 dollar - largest coin 1 dollar bill - has the number "1" on it 2 dollar bill - has the number "2" on it 5 dollar bill - has the number "5" on it 10 dollar bill - has the number "10" on it 20 dollar bill - has the number "20" on it	
Be sure to discuss characteristics only when a correct response is made.	
A. Clients identify "penny".	A. Clients respond, "penny" when: 1. You say, "penny" 2. You give them the starting sound, "pĕ" 3. You give no verbal cues
B. Clients identify " nickel".	B. Clients respond, "nickel" when: 1. You say "nickel" 2. You give them the starting sound, "nĭ" 3. You give no verbal cues
C. Clients identify "dime".	C. Clients respond, "dime" when: 1. You say, "dime" 2. You give them the starting sound "dī" 3. You give no verbal cues
D. Clients identify "quarter".	D. Clients respond, "quarter" when: 1. You say, "quarter" 2. You give them the starting sound, "kwôr" 3. You give no verbal cues

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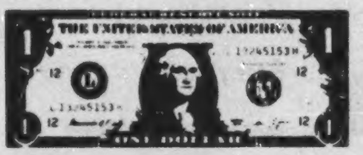
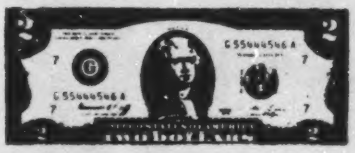
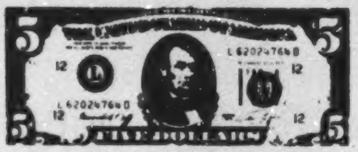
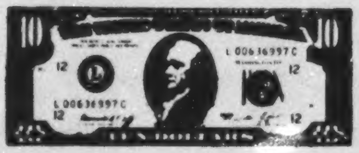
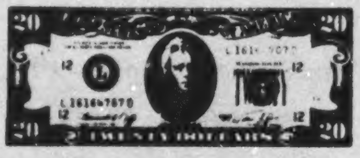
SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
E. Clients identify "half-dollar".	E. Clients respond, "half-dollar" when: **1. You say, "half-dollar"** **2. You give them the starting sound, "há"** **3. You give no verbal cues**
F. Clients identify "dollar" (bill and coin). 	F. Clients respond, "one dollar" when: **1. You say, "one dollar"** **2. You give them the starting sound, "wun"** **3. You give no verbal cues**
G. Clients identify "two dollars". 	G. Clients respond "two dollars" when: **1. You say, "two dollars"** **2. You give them the starting sound, "to͞o"** **3. You give no verbal cues**
H. Clients identify "5 dollars". 	H. Clients respond, "five dollars" when: **1. You say, "five dollars"** **2. You give them the starting sound, "fī"** **3. You give no verbal cues**
I. Clients identify "10 dollars". 	I. Clients respond, "ten dollars" when: **1. You say "ten dollars"** **2. You give them the starting sound, "tĕ"** **3. You give no verbal cues**
J. Clients identify "20 dollars". 	J. Clients respond, "twenty dollars" when: **1. You say, "twenty dollars"** **2. You give them the starting sound, "twěn"** **3. You give no verbal cues**

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE **KEYPOINTS**

If you are not comfortable with this type of sequence or it does not produce the desired results, you may find the following training sequence to be more helpful:

A. Penny with penny only

1. Match penny with penny only
2. Find penny with penny only
3. "What is this?" (using penny)

B. Penny with penny and nickel only

1. Match penny with penny and nickel
2. Find penny with penny and nickel
3. "What is this?" (using penny)

C. Nickel with nickel only

1. Match nickel with nickel only
2. Find nickel with nickel only
3. "What is this?" (using nickel only)

D. Nickel with nickel and penny

1. Match nickel with nickel and penny
2. Find nickel with nickel and penny
3. "What is this?" (using nickel)

E. Nickel with penny, nickel, and dime

1. Match nickel with penny, nickel and dime
2. Find nickel with penny, nickel and dime
3. "What is this?" (using nickel)

F. Penny with penny, nickel, and dime

1. Match penny with penny, nickel and dime
2. Find penny with penny, nickel and dime
3. "What is this?" (using penny)

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
	G. Dime with dime only 1. Match dime with dime only 2. Find dime with dime only 3. "What is this?" (using dime)
	H. Dime with dime and penny 1. Match dime with dime and penny. 2. Find dime with dime and penny. 3. "What is this?" (using dime)
	I. Dime with penny, nickel and dime 1. Match dime with penny, nickel and dime 2. Find dime with penny, nickel and dime 3. "What is this?" (using dime)
	J. Quarter with quarter only 1. Match quarter with quarter only 2. Find quarter with quarter only 3. "What is this?" (using quarter)
	K. Quarter with quarter and nickel 1. Match quarter with nickel and quarter 2. Find quarter with nickel and quarter 3. "What is this?" (using quarter)

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
	L. Quarter with nickel, dime and quarter 1. Match quarter with nickel, dime and quarter. 2. Find quarter with nickel, dime and quarter. 3. "What is this?" (using quarter) M. Penny and nickel with penny and nickel 1. Match penny and nickel with penny and nickel 2. Find penny and nickel with penny and nickel 3. "What are these?" (using penny and nickel) N. Penny and nickel with penny, nickel and dime 1. Match penny and nickel with penny, nickel and dime 2. Find penny and nickel with penny, nickel and dime 3. "What are these?" (using penny and nickel) O. Penny and nickel with penny, nickel, dime and quarter 1. Match penny and nickel with penny, nickel, dime and quarter 2. Find penny and nickel with penny, nickel, dime and quarter 3. "What are these?" (using penny and nickel)

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SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
	P. Nickel and dime with nickel and dime 1. **Match nickel and dime with nickel and dime** 2. **Find nickel and dime with nickel and dime** 3. **"What are these?" (using nickel and dime)** Q. Nickel and dime with penny, nickel and dime 1. **Match nickel and dime with penny, nickel and dime** 2. **Find nickel and dime with penny, nickel and dime** 3. **"What are these?" (using nickel and dime)** R. Nickel and dime with penny, nickel, dime and quarter 1. **Match nickel and dime with penny, nickel, dime and quarter** 2. **Find nickel and dime with penny, nickel, dime and quarter** 3. **"What are these?" (using nickel and dime)** S. Dime and quarter with dime and quarter 1. **Match dime and quarter with dime and quarter** 2. **Find dime and quarter with dime and quarter** 3. **"What are these?" (using dime and quarter)**

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
	T. Dime and quarter with nickel, dime and quarter 1. Match dime and quarter with nickel, dime and quarter 2. Find dime and quarter with nickel, dime and quarter 3. "What are these?" (using dime and quarter) U. Dime and quarter with penny, nickel, dime and quarter 1. Match dime and quarter with penny, nickel, dime and quarter 2. Find dime and quarter with penny, nickel, dime and quarter 3. "What are these?" (using dime and quarter) V. Penny, nickel and dime with penny, nickel and dime 1. Match penny, nickel, and dime with penny, nickel and dime 2. Find penny, nickel, and dime with penny, nickel, and dime 3. "What are these?" (using penny, nickel and dime) W. Penny, nickel and dime with penny, nickel, dime, and quarter 1. Match penny, nickel and dime with penny, nickel, dime and quarter 2. Find penny, nickel and dime with penny, nickel, dime and quarter 3. "What are these?" (using penny, nickel and dime)

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS DENOMINATIONS OF CHANGE AND CURRENCY

PROCEDURE	KEYPOINTS
	X. Penny, nickel, dime and quarter with penny, nickel, dime and quarter 1. Match penny, nickel, dime and quarter with penny, nickel, dime and quarter 2. Find penny, nickel, dime and quarter with penny, nickel, dime and quarter 3. "What are these?" (using penny, nickel dime and quarter) The same sequential pattern should also be used for the various denominations of bills.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: MAKING CHANGE

SKILL AREA NO.: 1.2

OBJECTIVE: CLIENT STATES THE NUMBER OF PENNIES IN OTHER DENOMINATIONS OF MONEY

OBJECTIVE NO.: 1.2.2

INSTRUCTIONAL MATERIALS REQUIRED:

PENNIES (150)	QUARTER
NICKEL	HALF-DOLLAR
DIME	ONE DOLLAR

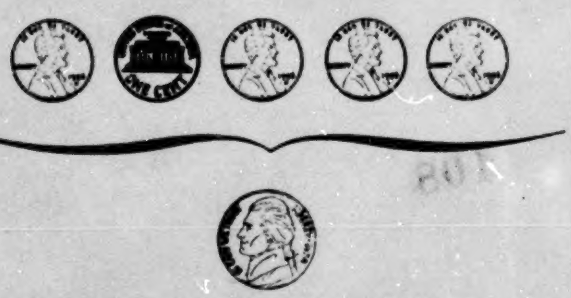
PERFORMANCE CRITERIA: CLIENT WILL STATE THE NUMBER OF PENNIES IN OTHER DENOMINATIONS OF MONEY AT 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 and 1.2.1.

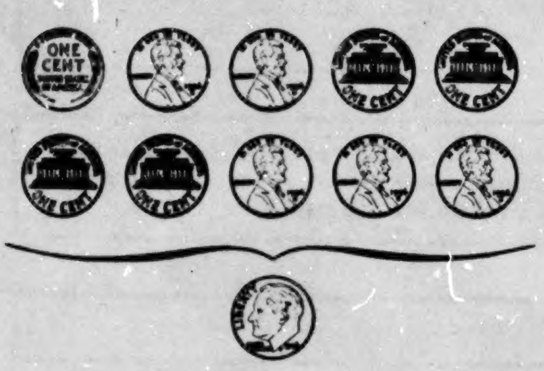
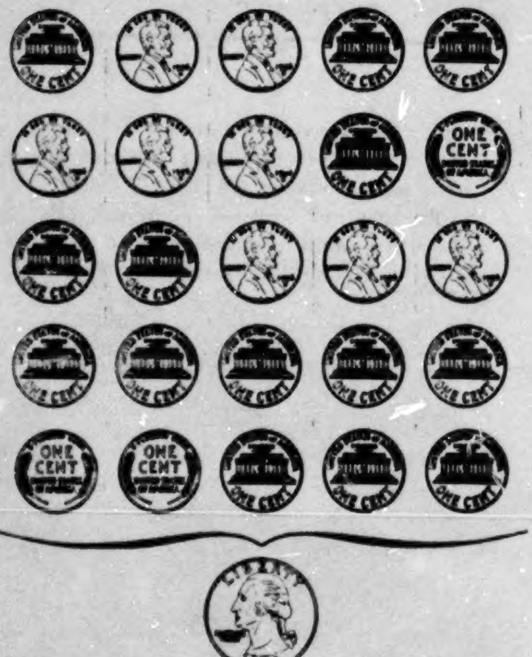
REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state number of pennies in a nickel.	
1. Place 5 pennies and 1 nickel in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count pennies as they point to each one. Then ask clients "How many pennies are there?" Clients should respond "Five." Then ask clients "How many pennies are in a nickel?" Clients should respond "Five."



SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.2

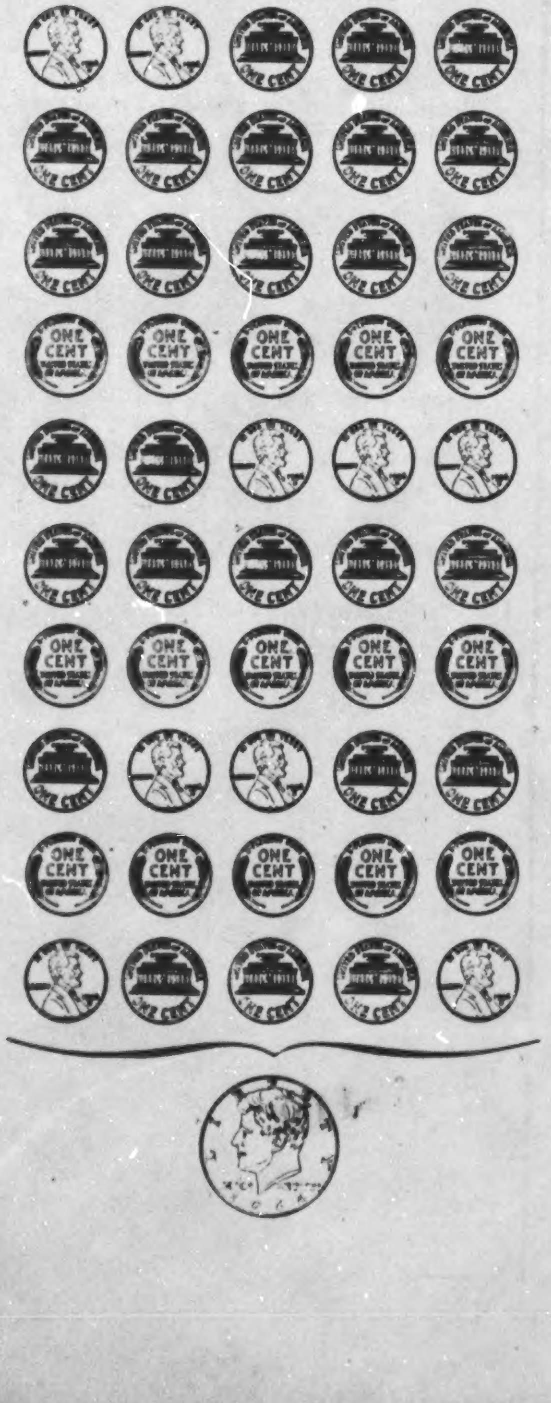
OBJECTIVE: CLIENT STATES THE NUMBER OF PENNIES IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
B. Clients state number of pennies in a dime.	
1. Place 10 pennies and 1 dime in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count pennies as they point to each one. Ask clients "How many pennies are there?" Clients should respond "Ten." Ask clients, "How many pennies are in a dime?" Clients should respond "Ten."
C. Clients state number of pennies in a quarter.	
1. Place 25 pennies and 1 quarter in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count pennies as they point to each one. Ask clients, "How many pennies are there?" Clients should respond "Twenty-five." Ask clients, "How many pennies are in a quarter?" Clients should respond "Twenty-five."

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.2

OBJECTIVE: CLIENT STATES THE NUMBER OF PENNIES IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
D. Clients state number of pennies in a half-dollar.	
1. Place 50 pennies and 1 half-dollar in front of clients. Tell clients they equal the same amount of money.	1. Have clients count pennies as they point to each one. Ask clients, "How many pennies are there?" Clients should respond, "Fifty." Ask clients, "How many pennies are in a half-dollar?" Clients should respond, "Fifty."



SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.2

OBJECTIVE: CLIENT STATES THE NUMBER OF PENNIES IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
E. Clients state number of pennies in a dollar.	
1. Place 100 pennies and 1 dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count pennies as they point to each one. Ask clients, "How many pennies are there?" Clients should respond, "One hundred." Ask clients, "How many pennies are there in one dollar?" Clients should respond, "One hundred."
F. Clients show the number of pennies in a nickel, dime, quarter, half-dollar, and one dollar.	F. Place 150 pennies in front of clients. Taking coins and the dollar bill separately, clients are to show the number of pennies in each, without cueing.
	Requiring the clients to select the exact number of pennies in a given coin from more pennies than are necessary, will ensure that the clients have accomplished the objective.

COURSE TITLE: MONEY HANDLING — **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE — **SKILL AREA NO.:** 1.2

OBJECTIVE: CLIENT STATES THE NUMBER OF NICKELS IN OTHER DENOMINATIONS OF MONEY — **OBJECTIVE NO.:** 1.2.3

INSTRUCTIONAL MATERIALS REQUIRED:

NICKELS (30)	HALF-DOLLAR
DIME	ONE DOLLAR COIN
QUARTER	ONE DOLLAR BILL

PERFORMANCE CRITERIA:

CLIENT WILL STATE THE NUMBER OF NICKELS IN OTHER DENOMINATIONS OF MONEY AT 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION:

A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

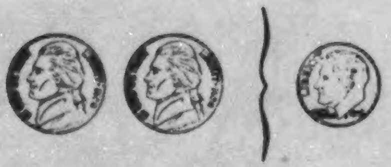
PRE-REQUISITE:

Clients should have completed Objectives 1.1.5, 1.2.1, and 1.2.2.

REINFORCEMENT:

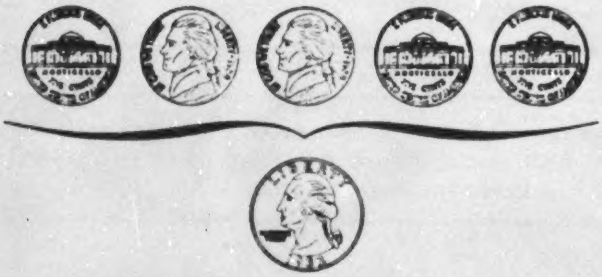
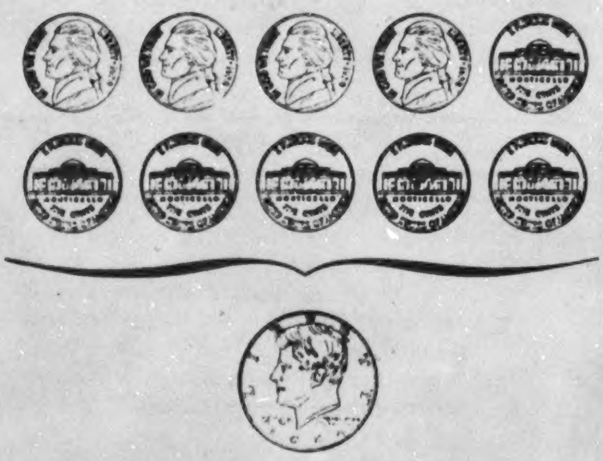
Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state number of nickels in a dime.	
1. Place 2 nickels and 1 dime in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count nickels, by 5's as they point to each one. Ask clients "How many nickels are there?" Clients should respond "Two." Ask clients "How many nickels are in a dime?" Clients should respond "Two."



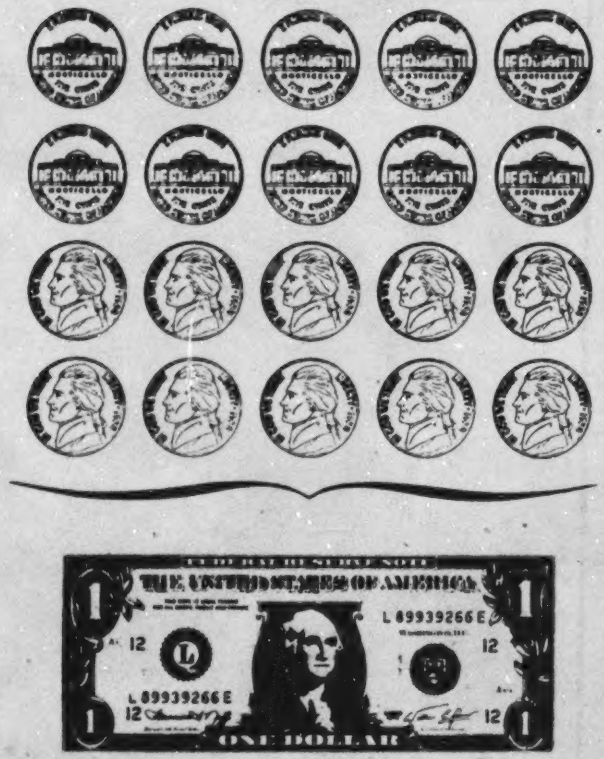
SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.3

OBJECTIVE: CLIENT STATES THE NUMBER OF NICKELS IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
B. Clients state number of nickels in a quarter.	
1. Place 5 nickels and 1 quarter in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count nickels by 5's, as they point to each one. Ask clients, "How many nickels are there?" Clients should respond "Five." Ask clients "How many nickels are in a quarter?" Clients should respond "Five."
C. Clients state number of nickels in a half-dollar.	
1. Place 10 nickels and 1 half-dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count nickels, by 5's, as they point to each one. Ask clients, "How many nickels are there?" Clients should respond "Ten." Ask clients, "How many nickels are in a half-dollar?" Clients should respond "Ten."

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.3

OBJECTIVE: CLIENT STATES THE NUMBER OF NICKELS IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
D. Clients state number of nickels in a dollar.	
1. Place 20 nickels and one dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count nickels, by 5's, as they point to each one. Ask clients, "How many nickels are there?" Clients respond "Twenty." Ask clients, "How many nickels are there in one dollar?" Clients respond "Twenty."
	

SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.3**

OBJECTIVE: CLIENT STATES THE NUMBER OF NICKELS IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
E. Clients show the number of nickels in a dime, quarter, half-dollar, and one dollar.	E. Place 30 nickels in front of clients. Taking coins and the dollar bill separately, clients are to show the number of nickels in each without cueing. Requiring the clients to select the exact number of nickels in a give coin from more nickels than are necessary, will ensure that the clients have accomplished the objective.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE **SKILL AREA NO.:** 1.2

OBJECTIVE: CLIENT STATES NUMBER OF DIMES IN OTHER DENOMINATIONS OF MONEY **OBJECTIVE NO.:** 1.2.4

INSTRUCTIONAL MATERIALS REQUIRED: DIMES (20) ONE DOLLAR COIN
HALF-DOLLAR ONE DOLLAR BILL

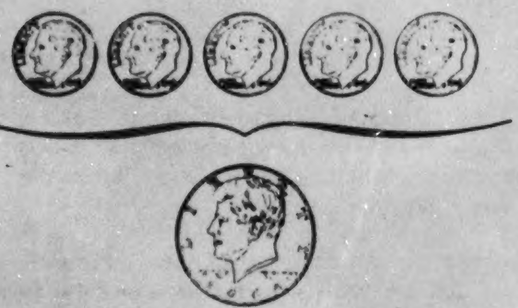
PERFORMANCE CRITERIA: CLIENTS WILL STATE THE NUMBER OF DIMES IN OTHER DENOMINATIONS OF MONEY AT 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.1.2, 1.2.1, 1.2.2, and 1.2.3.

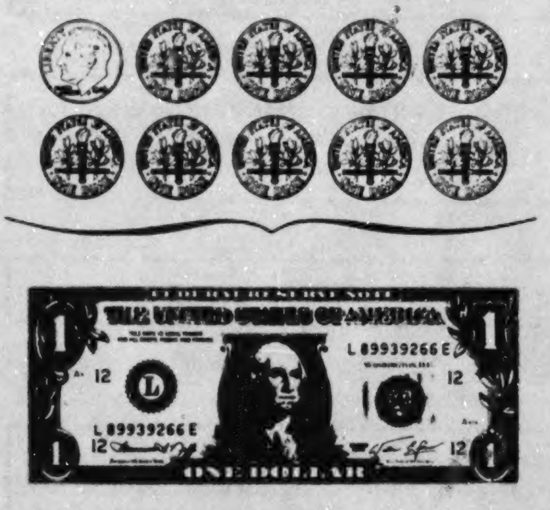
REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state number of dimes in a half-dollar.	
1. Place 5 dimes and 1 half-dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count dimes, by 10's, as they point to each one. Ask clients, "How many dimes are there?" Clients should respond "Five." Ask clients, "How many dimes are in a half-dollar?" "Clients respond "Five".



SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.4**

OBJECTIVE: CLIENT STATES NUMBER OF DIMES IN OTHER DENOMINATIONS OF MONEY

PROCEDURE	KEYPOINTS
B. Clients state number of dimes in one dollar.	
1. Place 10 dimes and one dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count dimes, by 10's, as they point to each one. Ask clients, "How many dimes are there?" Clients should respond "Ten." Ask clients, "How many dimes are in one dollar?" Clients respond "Ten."
C. Clients show the number of dimes in a half-dollar and a dollar.	C. Place 20 dimes in front of clients. Taking the coin and the bill separately, clients are to show the number of dimes in each, without cueing. Requiring the clients to select the exact number of dimes in a given coin from more dimes than are necessary, will ensure that the clients have accomplished the objective.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: MAKING CHANGE

SKILL AREA NO.: 1.2

OBJECTIVE: CLIENT STATES NUMBER OF QUARTERS IN OTHER DENOMINATIONS OF COINS

OBJECTIVE NO.: 1.2.5

INSTRUCTIONAL MATERIALS REQUIRED:
QUARTERS (8)
HALF-DOLLAR
ONE DOLLAR COIN
ONE DOLLAR BILL

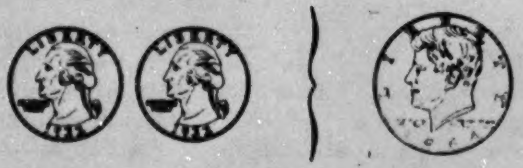
PERFORMANCE CRITERIA: CLIENT WILL STATE THE NUMBER OF QUARTERS IN OTHER DENOMINATIONS OF MONEY AT 100% ACCURACY FOR THREE CONSECTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.1.6, 1.2.1, 1.2.2, 1.2.3, and 1.2.4.

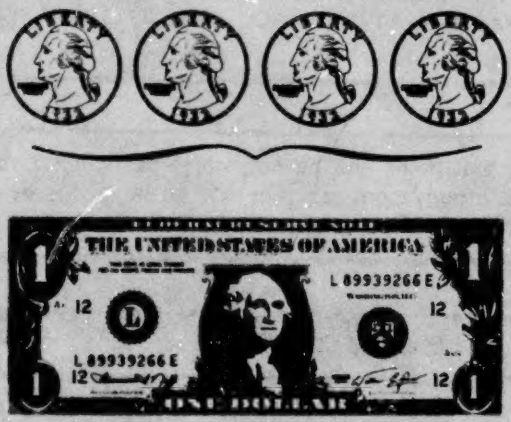
REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state number of quarters in a half-dollar.	
1. Place 2 quarters and a half-dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money.	1. Have clients count quarters, by 25's, as they point to each one. Ask clients, "How many quarters are there?" Clients should respond "Two." Ask clients, "How many quarters are there in a half-dollar?" Clients respond "Two."



SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.5**

OBJECTIVE: CLIENT STATES NUMBER OF QUARTERS IN OTHER DENOMINATIONS OF COINS

PROCEDURE	**KEYPOINTS**
B. Clients state number of quarters in one dollar.	
1. Place 4 quarters and one dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count quarters, by 25's, as they point to each one. Ask clients, "How many quarters are there?" Clients should respond "Four." Ask clients, "How many quarters are there in one dollar?" Clients respond "Four."
C. Clients show the number of quarters in a half-dollar and a dollar.	C. Place 8 quarters in front of clients. Taking the coin and the bill separately, clients are to show the number of quarters in each, without cueing. Requiring the clients to select the exact number of quarters in a given coin from more quarters than are necessary, will ensure that the clients have accomplished the objective.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE **SKILL AREA NO.:** 1.2

OBJECTIVE: CLIENT STATES NUMBER OF HALF-DOLLARS IN ONE DOLLAR **OBJECTIVE NO.:** 1.2.6

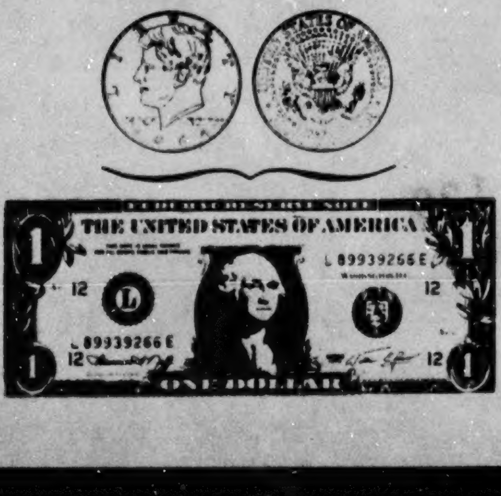
INSTRUCTIONAL MATERIALS REQUIRED: HALF-DOLLARS (5) ONE DOLLAR BILL
ONE DOLLAR COIN

PERFORMANCE CRITERIA: CLIENTS WILL STATE THE NUMBER OF HALF-DOLLARS IN ONE DOLLAR AT 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.2.1, 1.2.2, 1.2.3, 1.2.4, and 1.2.5.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state number of half-dollars in a dollar.	
1. Place 2 half-dollars and one dollar in front of clients. As you point to both denominations, tell clients they equal the same amount of money. 	1. Have clients count half-dollars, by 50's, as they point to each one. Ask clients, "How many half-dollars are there?" Clients should respond "Two." Ask clients, "How many half-dollars are there in one dollar?" Clients should respond "Two."

SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.6**

OBJECTIVE: CLIENT STATES NUMBER OF HALF-DOLLARS IN ONE DOLLAR

PROCEDURE	KEYPOINTS
B. Clients show the number of half-dollars in one dollar.	B. Place 5 half-dollars in front of the clients. Clients are to show the number of half-dollars in one dollar, without cueing. Requiring the clients to select the exact number of half-dollars in a given coin from more half-dollars than are necessary will ensure that the clients have accomplished the objective.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: MAKING CHANGE

SKILL AREA NO.: 1.2

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS OF MONEY

OBJECTIVE NO.: 1.2.7

INSTRUCTIONAL MATERIALS REQUIRED:
- COUNTING MONEY WORKSHEETS
- PENNIES
- NICKELS
- DIMES
- QUARTERS
- HALF-DOLLARS

PERFORMANCE CRITERIA: CLIENT WILL COUNT AT RANDOM, MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS OF MONEY AT 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.2.1 through 1.2.6.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Counting with pennies.	A. Utilize worksheets with pictures of various amounts of pennies to be counted. If the clients have difficulty with the worksheets, use actual money.
1. Place various numbers of pennies in front of clients. Have clients count coins, as they point to each one, telling the instructor the total amount of money.	
B. Counting with nickels.	B. Utilize worksheets with pictures of various amounts of nickels to be counted. If the clients have difficulty with the worksheets, use actual money.
1. Place various combinations of 20 nickels in front of clients. Have clients count coins, as they point to each one, telling the instructor the total amount of money.	

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
C. Counts with dimes.	C. Utilize worksheets with pictures of various amounts of dimes to be counted. If the clients have difficulty with the worksheets, use actual money.
1. Place various combinations of 10 dimes in front of clients. Have clients count coins, as they point to each one, telling the instructor the total amount of money.	
D. Counting with quarters.	D. Utilize worksheets with pictures of various amounts of quarters to be counted. If the clients have difficulty with the worksheets, use actual money.
1. Place various combinations of quarters in front of clients. Have clients count coins, as they point to each one, telling the instructor the total amount of money.	
2. Place various combinations of 4 to 8 quarters in front of clients. Have clients count as they point to each one, telling the instructor the total amount of money.	2. The following training sequence may be implemented: a. Place 5 quarters in front of clients. 1) Clients count to one dollar, setting quarters aside. 2) Clients count "25" as they point to remaining quarter. 3) "How much money do you have?"(one dollar and 25 cents) b. Place 6 quarters in front of clients. 1) Clients count to one dollar, setting quarters aside. 2) Clients count "25", "50" as they point to the remaining quarters. 3) "How much money do you have?"(one dollar and 50 cents) c. Place 7 quarters in front of clients. 1) Clients count to one dollar, setting quarters aside. 2) Clients count "25", "50", "75" as they point to the remaining quarters. 3) "How much money do you have?"(one dollar and 75 cents)

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
	d. Place 8 quarters in front of clients. 1) Clients count to one dollar, setting quarters aside. 2) Clients count "25", "50", "75" "one dollar" as they point to the remaining quarters. 3) "How much money do you have?"(two dollars)
E. Counting with half-dollars.	E. Utilize worksheets with pictures of various amounts of half-dollars to be counted. If the clients have difficulty with the worksheets, use actual money.
1. Place 2 half-dollars in front of clients. Have them count the coins, pointing to each one, telling the instructor the total amount of money.	
2. Place various combinations of 2 to 4 half-dollars in front of clients. Have clients count coins, as they point to each one, telling instructor the total amount of money.	2. Training sequence: a. Place 3 half-dollars in front of clients. 1) Clients count to one dollar, setting half-dollars aside. 2) Clients count "50" as they point to the remaining half-dollar. 3) "How much money do you have?"(one dollar and 50 cents) b. Place 4 half-dollars in front of clients. 1) Clients count to one dollar, setting half-dollars aside. 2) Clients count "50", "one dollar" as they point to the remaining half-dollars. 3) "How much money do you have?"(two dollars)
F. Counting with nickels and pennies.	F. The instructor should always demonstrate the correct counting procedure, as a model for clients to follow, before training begins. Be sure to emphasize that counting should begin with the largest coin.
1. Place various combinations of nickels and pennies in front of clients. Have them count the coins, pointing to each one, telling the instructor the total amount of money.	1. 1 nickel, 3 pennies a. Pointing to nickel, counts "5 cents".

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
	b. Pointing to each penny, count: plus 1 penny is 6 cents plus 1 penny is 7 cents plus 1 penny is 8 cents c. Clients repeat until they can count, independently, without error. **2. 2 nickels, 5 pennies** a. Pointing to first nickel, counts "5 cents" plus one nickel is "10 cents". b. Pointing to each penny count: plus 1 penny is 11 cents plus 1 penny is 12 cents plus 1 penny is 13 cents plus 1 penny is 14 cents plus 1 penny is 15 cents **3. Repeat the above sequence using varied combinations of nickels and pennies that equal one dollar or less. Emphasize counting by 5's first and then by 1's.**
G. Counting with dimes and pennies. **1. Place various combinations of dimes and pennies in front of clients. Have them count the coins, pointing to each one, telling the instructor the total amount of money.**	**1. 1 dime, 5 pennies** a. Pointing to the dime, count "10 cents". b. Pointing to each penny count: plus 1 penny is 11 cents plus 1 penny is 12 cents plus 1 penny is 13 cents plus 1 penny is 14 cents plus 1 penny is 15 cents c. Clients repeat until they can count, independently without error. **2. 3 dimes, 2 pennies** a. Pointing to first dime, count "10 cents plus 1 dime is 20 cents, plus one dime is 30 cents".

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
	b. Pointing to each penny, count: plus 1 penny is 31 cents plus 1 penny is 32 cents 3. Repeat the above sequence using varied combinations of dimes and pennies that equal one dollar or less. Emphasize counting by 10's first and then by 1's.
H. Counting with dimes, nickels and pennies. 1. Place various combinations of dimes, nickels, and pennies in front of clients. Have them count the coins, pointing to each one, telling the instructor the total amount of money.	1. 2 dimes, 3 nickels a. Pointing to first dime, count "10 cents plus 1 dime is 20 cents". b. Cueing "What comes after 20 when counting by 5's?", pointing to each nickel, count: plus 1 nickel is 25 cents plus 1 nickel is 30 cents plus 1 nickel is 35 cents c. Repeat the above steps using 2 dimes and 5 pennies. 2. Repeat the above steps using 2 dimes and five pennies. 3. Implement the above procedures using various combinations of dimes, nickels, and pennies. Emphasize counting by 10's first, 5's, then 1's. Before training can begin, clients must be able to count by 10's to 200, starting with 25.

SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.7**

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
I. Counting with quarters, dimes, nickels and pennies. **1. Place various combinations of quarters, dimes, nickels and pennies in front of clients. Have them count the coins, pointing to each one, telling the instructor the total amount of money.**	**1. 1 quarter, 2 dimes, 2 nickels** a. Pointing to the quarter, count 25 cents. b. Cueing "What comes after 25 when counting by 10's?", pointing to each dime, count: plus 1 dime is 35 cents plus 1 dime is 45 cents c. Cueing "What comes after 45 when counting by 5's?", pointing to each nickel, count: plus 1 nickel is 50 cents plus 1 nickel is 55 cents **2. Repeat the above steps using 1 quarter, 2 dimes, 1 nickel, and 5 pennies.** **3. Implement the above procedure using various combinations of quarters, dimes, nickels and pennies. Emphasize beginning counting with the largest coin.**
J. Counting with half-dollars, quarters, dimes, nickels, and pennies. **1. Place various combinations of half-dollars, quarters, dimes, nickels, and pennies in front of clients. Have them count the coins, pointing to each one telling the instructor the total amount of money.**	**1. 1 half-dollar, 1 quarter, 2 dimes** a. Pointing to the half-dollar, count 50 cents. b. Cueing "What comes after 50 when counting by 25's?", pointing to each quarter, count: plus 1 quarter is 75 cents c. Cueing "What comes after 75 when counting by 10's?", pointing to each dime, count: plus 1 dime is 85 cents plus 1 dime is 95 cents **2. Repeat the above steps using 1 half-dollar, 2 quarters, 1 dime, and 1 nickel.**

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

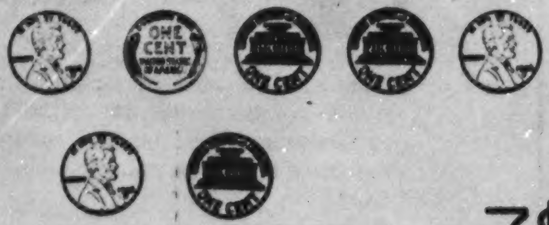
OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

PROCEDURE	KEYPOINTS
	3. Repeat the above steps using 1 half-dollar, 1 quarter, 1 dime, 2 nickels and 1 penny.
	4. Implement the above procedure using various combinations of half-dollars, quarters, dimes, nickels, and pennies. Emphasize beginning counting with the largest coin.

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

1. SAMPLE



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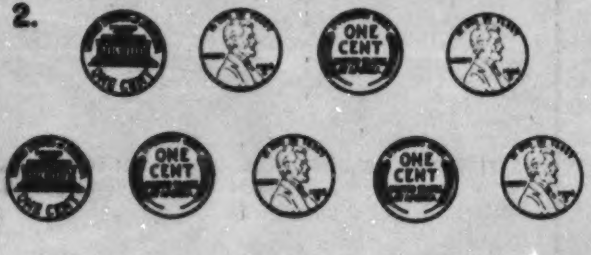

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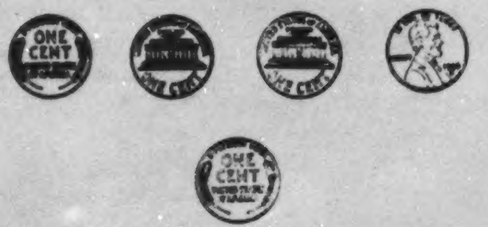

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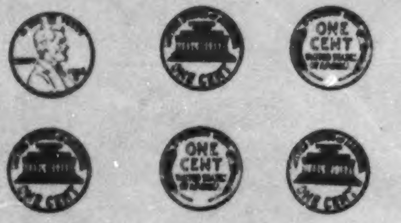

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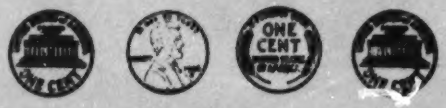

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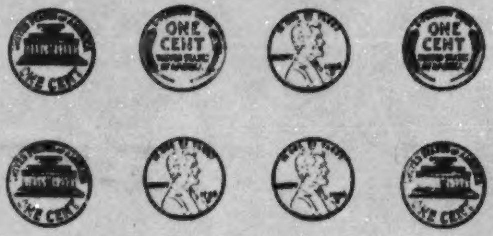

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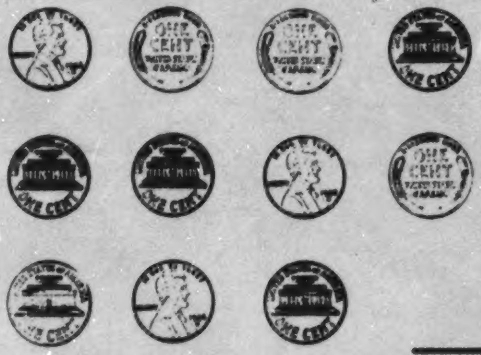

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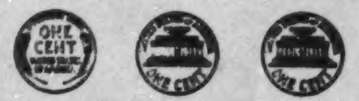
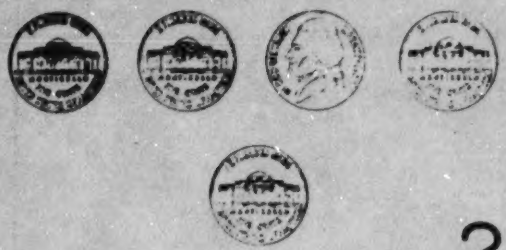


SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

1. SAMPLE



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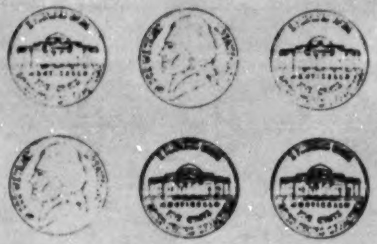

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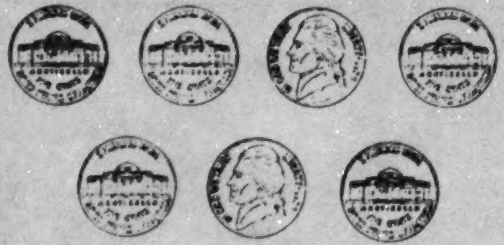

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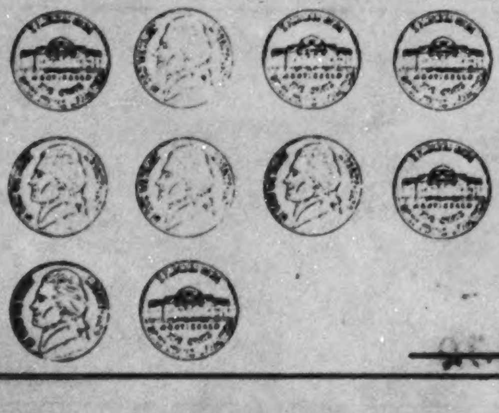

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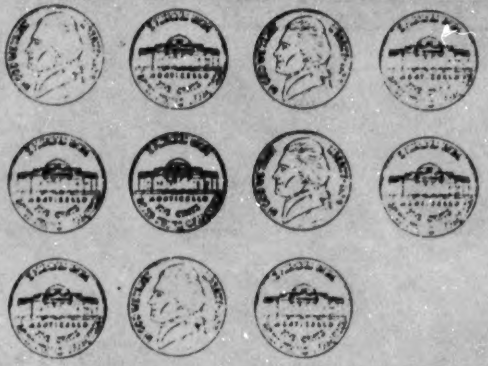

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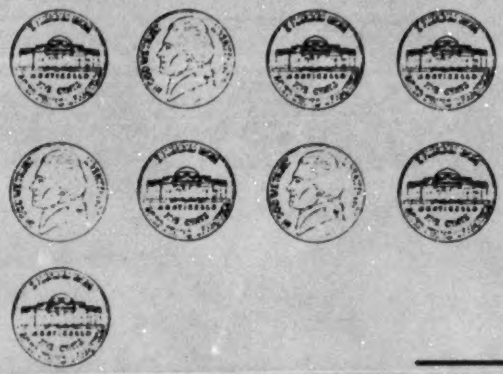

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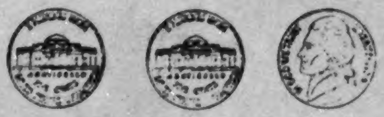

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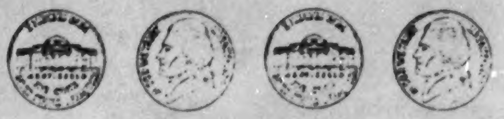

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SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

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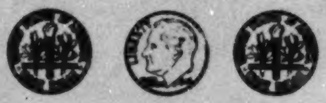

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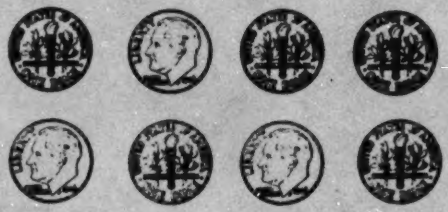

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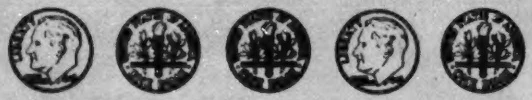

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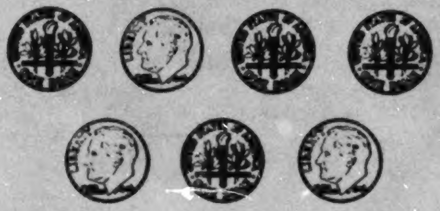

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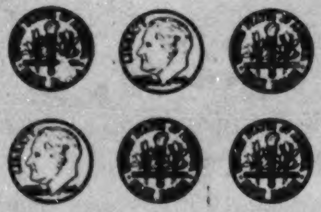

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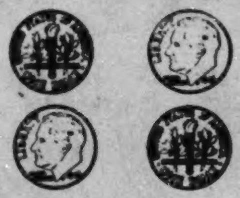

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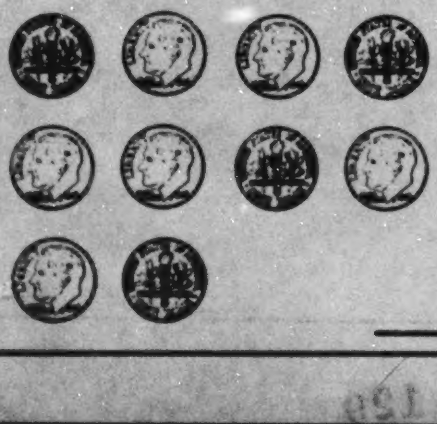

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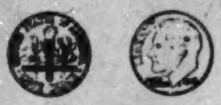

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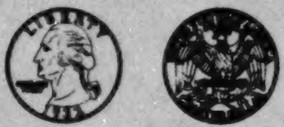
SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

1. SAMPLE



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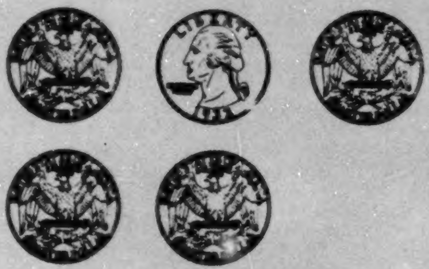

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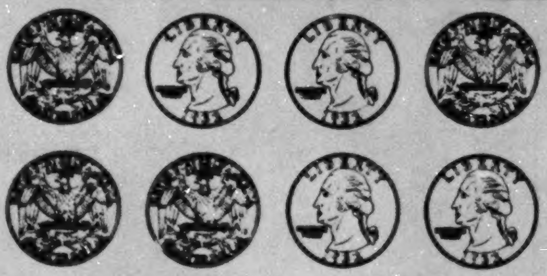

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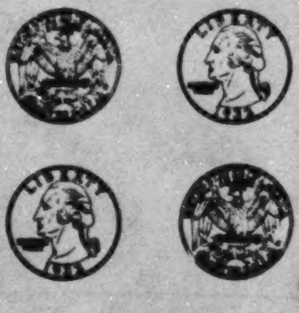

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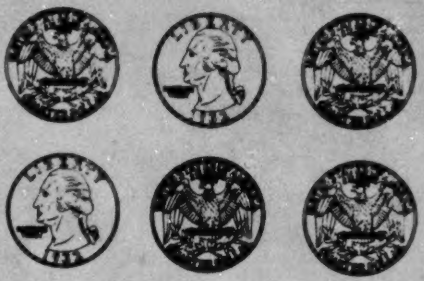

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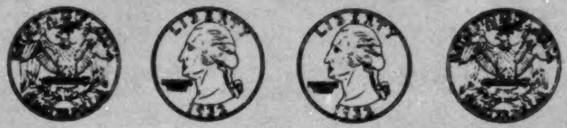

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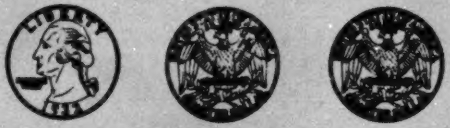

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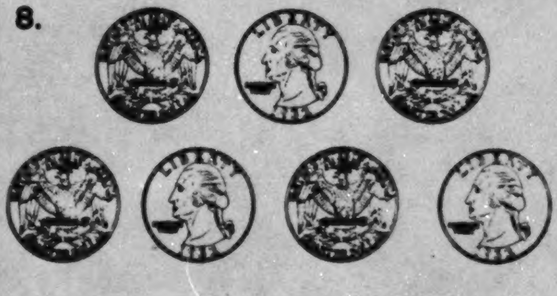
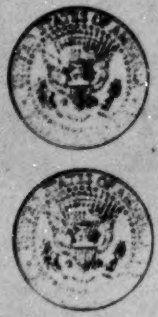


SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.7

OBJECTIVE: CLIENT COUNTS MIXED DENOMINATIONS OF COINS TO EQUAL HIGHER AMOUNTS

1. SAMPLE



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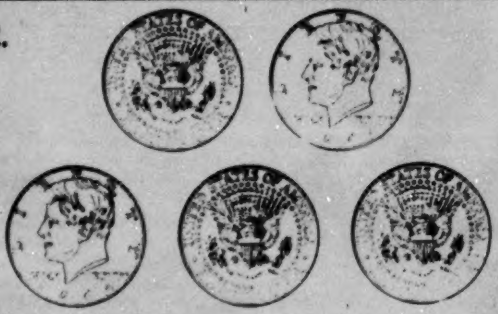

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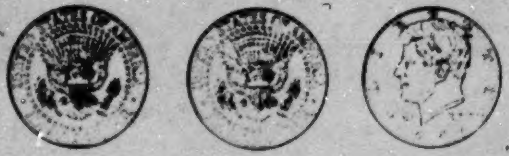

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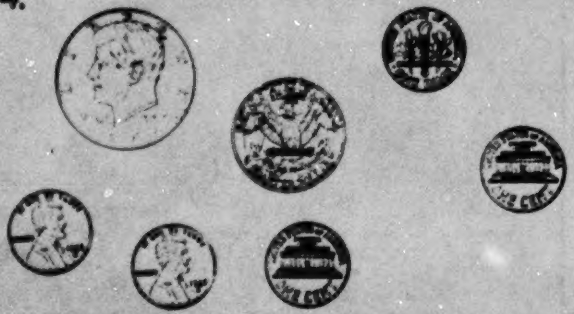

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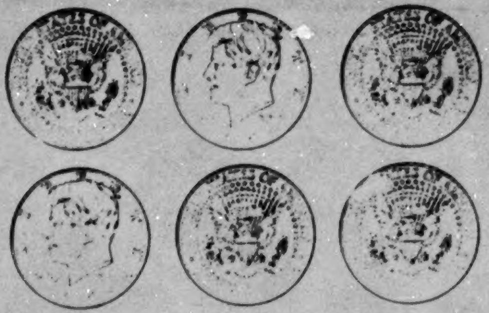

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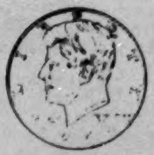

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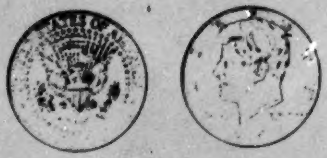

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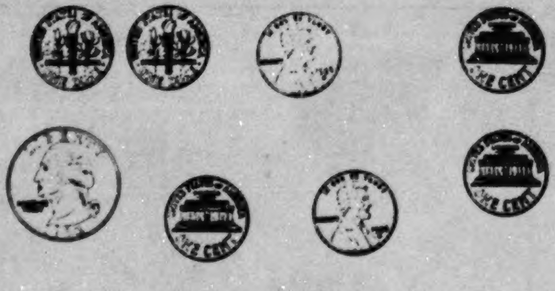

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COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE **SKILL AREA NO.:** 1.2

OBJECTIVE: MAKES CHANGE FOR VARIOUS DENOMINATIONS OF COINS AND BILLS; COUNTING FROM PURCHASE PRICE TO AMOUNT OF MONEY **OBJECTIVE NO.:** 1.2.8

INSTRUCTIONAL MATERIALS REQUIRED: MONEY (COINS--BILLS)
WORKSHEETS

PERFORMANCE CRITERIA: CLIENT WILL MAKE CHANGE; COUNTING FROM PURCHASE PRICE TO AMOUNT OF MONEY GIVEN AT 90% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: A great deal of repetition of training sequences will be necessary, particularly for those clients who are not familiar with money concepts. Do not go on to the next procedural step until the clients have mastered the preceding step.

PRE-REQUISITE: Clients should have completed Objectives 1.2.1 through 1.2.7.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Counts from purchase price to a number ending with a five or a zero. **Using the purchase price of three cents, give the following amounts with clients counting change to that amount. Stress to begin counting with purchase price.**	A. Begin the training sequence by instructing the clients to add pennies to the purchase price until a number ending with a five or a zero is reached; then add the necessary coins to obtain the amount of money given.
B. Count change for 5 cents.	
1. Clients state purchase price of 3 cents.	
2. Count 4, handing instructor 1 penny.	
3. Count 5, handing instructor 1 penny.	
4. State change of 2 cents.	
C. Count change for 10 cents.	
1. Clients state purchase price of 3 cents.	

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.8

OBJECTIVE: MAKES CHANGE FOR VARIOUS DENOMINATIONS OF COINS AND BILLS; COUNTING FROM PURCHASE PRICE TO AMOUNT OF MONEY

PROCEDURE	KEYPOINTS
2. Count 4, handing instructor 1 penny.	
3. Count 5, handing instructor 1 penny.	
4. Count 10, handing instructor 1 nickel.	
5. State change of 7 cents.	
D. Count change for 25 cents.	
1. Clients state purchase price of 3 cents.	
2. Count 4, handing instructor 1 penny.	
3. Count 5, handing instructor 1 penny.	
4. Count 15, handing instructor 1 dime.	
5. Count 25, handing instructor 1 dime.	
6. State change of 22 cents.	
E. Count change for 50 cents.	
1. Clients state purchase price of 3 cents.	
2. Count 4, handing instructor 1 penny.	
3. Count 5, handing instructor 1 penny.	
4. Count 15, handing instructor 1 penny.	
5. Count 25, handing instructor 1 dime.	
6. Count 50, handing instructor 1 quarter.	
7. State change of 47 cents.	
F. Count change for one dollar.	
1. Clients state purchase price of 3 cents.	
2. Count 4, handing instructor 1 penny.	
3. Count 5, handing instructor 1 penny.	
4. Count 15, handing instructor 1 dime	
5. Count 25, handing instructor 1 dime.	
6. Count 50, handing instructor 1 quarter.	

PROCEDURE

7. Count one dollar, handing instructor 1 half-dollar.
8. State change of 97 cents.

G. Count change for five dollars.

1. Clients state purchase price of 3 cents.
2. Count 4, handing instructor 1 penny.
3. Count 5, handing instructor 1 penny.
4. Count 15, handing instructor 1 dime.
5. Count 25, handing instructor 1 dime.
6. Count 50, handing instructor 1 quarter.
7. Count one dollar, handing instructor 1 half-dollar.
8. Count two dollars, handing instructor 1 dollar.
9. Count three dollars, handing instructor 1 dollar.
10. Count four dollars, handing instructor 1 dollar.
11. State change of 4 dollars and 97 cents.

KEYPOINTS

After the clients are able to verbalize the correct amount of change that he will get back using 3 cents as a purchase price, vary the purchase price at random and follow the procedural steps outlined above.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: MAKING CHANGE **SKILL AREA NO.:** 1.2

[illegible]JECTIVE: READS WRITTEN CENT AND DOLLAR AMOUNTS **OBJECTIVE NO.:** 1.2.9

INSTRUCTIONAL MATERIALS REQUIRED: FLASH CARDS PRICE TAGS
NEWSPAPER CLIPPINGS

PERFORMANCE CRITERIA:

CLIENT WILL READ VARIOUS CENT AND DOLLAR AMOUNTS WITH 100% ACCURACY FOR THREE CONSECTIVE DAYS.

APPLICATION:

The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same making change knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by individual members of the group before proceeding to the next definition.

PRE-REQUISITE:

Clients should have completed Objective 1.1.3.

REINFORCEMENT:

Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients identify and define the cent sign (¢), and dollar sign ($), and the cent decimal (.).	A. Supply clients with a set of flash cards having (¢), ($), and (.). Explain each of the symbols below to the clients:
1. ¢	1. Cent sign: used when showing only a cent amount.
2. $	2. Dollar sign: used when showing only a certain dollar amount.
3. .	3. Cent decimal: used with the dollar sign to show a certain cent amount. The decimal takes the place of the cent sign.

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.9

OBJECTIVE: READS WRITTEN CENT AND DOLLAR AMOUNTS

PROCEDURE	KEYPOINTS
	Stress that the dollar sign is ALWAYS used with the cent decimal. Newspaper clippings and price tags may also be used as instructional materials.
B. Clients read cent amount when using the cent sign. 1. Have clients match the numbered cent amount with its mate when the cent amount is given verbally by the instructor. 2. Have clients find the numbered cent amount when given verbally by the instructor. 3. Have clients read the given cent amounts using the cent sign.	
C. Clients read dollar amounts when using only the dollar sign. 1. Have clients match the numbered dollar amounts with its mate when the dollar amount is given verbally by the instructor. 2. Have clients find the numbered dollar amounts when given verbally by the instructor. 3. Have clients read given dollar amounts.	
D. Clients read cent amounts when using the cent decimal. 1. Have clients match the numbered cent amounts with its mate when the cent amount is given verbally by the instructor. 2. Have clients find the numbered cent amounts when given verbally by the instructor. 3. Have clients read given cent amounts.	D. Demonstrate and explain "no cents" is written $.00 and that 1-9 cent figures are written with a zero in front of the number ($.06). Emphasize that the cent decimal always has two numbers to its right side.

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.9

OBJECTIVE: READS WRITTEN CENT AND DOLLAR AMOUNTS

PROCEDURE	KEYPOINTS
E. Clients read combined dollar and cent amounts.	
1. Have clients match the numbered dollar and cent amounts with its mate when the dollar and cent amount is given verbally by the instructor.	
2. Have clients find the numbered dollar and cent amounts when given verbally by the instructor.	
3. Have clients read combined dollar and cent amounts.	
	When the above steps have been accomplished by the clients using flash cards and worksheets, have the clients continue to practice the skill utilizing newspaper clippings and price tags.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: MAKING CHANGE

SKILL AREA NO.: 1.2

OBJECTIVE: CLIENT STATES THE EXACT COINS THAT COMBINE TO TOTAL A SPECIFIED AMOUNT

OBJECTIVE NO.: 1.2.10

INSTRUCTIONAL MATERIALS REQUIRED: MONEY (COINS AND BILLS)

PERFORMANCE CRITERIA: CLIENT WILL STATE THE EXACT COINS THAT TOTAL TO SPECIFIC AMOUNTS WITH 80% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best results will be obtained if the instructor works on a one-to-one basis with each individual. However, in most cases this will not be possible. Therefore, the best technique will be small group instruction of three to five individuals who possess relatively the same knowledge and skills in making change.

PRE-REQUISITE: Clients should have completed Objectives 1.2.1 through 1.2.8.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Counting with nickels and pennies.	A. Much repetition will be required. The following training sequence may be implemented:
1. Place varied amounts of nickels and pennies in front of clients. Have clients count the coins, telling the instructor verbally and recording the total amount of money.	1. 3 nickels, 5 pennies a. Pointing to each coin, clients count 20 cents. b. Instructor removes 1 penny without clients' knowledge. c. Clients count the coins telling instructor the new total is 19 cents. d. "How much money do you need to equal the previous total?" (1 cent) e. "What coin do you need to have 20 cents?" (1 penny)

SKILL NO.: 1.2 **OBJECTIVE NO.: 1.2.10**

OBJECTIVE: CLIENT STATES THE EXACT COINS THAT COMBINE TO TOTAL A SPECIFIED AMOUNT

PROCEDURE	KEYPOINTS
B. Counting with dimes and pennies.	
1. Place varied amounts of dimes and pennies in front of clients. Have clients count the coins, telling the instructor verbally and recording the total amount of money.	1. 4 dimes, 6 pennies a. Pointing to each coin, clients count 46 cents. b. The instructor removes 1 penny without the clients' knowledge. c. Clients count the coins, telling the instructor the new total is 45 cents. d. "How much money do you need to equal the previous total?" (1 cent) e. "What coin do you need to have 46 cents?" (1penny) 2. Repeat the above sequence, removing the dime.
C. Counting dimes, nickels and pennies.	
1. Place varied amounts of dimes, nickels, and pennies in front of clients. Have clients count the coins verbally, telling the instructor and recording the total amount of money.	1. 3 dimes, 4 nickels, 7 pennies a. Pointing to each coin, clients count 57 cents. b. The instructor removes 1 dime without the clients' knowledge. c. Clients count the coins, telling the instructor the new total is 47 cents. d. "How much money do you need to equal the previous total?" (Ten cents) e. "What coin do you need to have 57 cents?" (1 dime) 2. Repeat the above sequence, removing one nickel or one penny.

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SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.10

OBJECTIVE: CLIENT STATES THE EXACT COINS THAT COMBINE TO TOTAL A SPECIFIED AMOUNT

PROCEDURE	KEYPOINTS
D. Counting quarters, dimes and nickels. 1. Place varied amounts of quarters, dimes and nickels in front of clients. Have clients count the coins verbally, telling the instructor and recording the total amount of money.	1. 2 quarters, 3 dimes, 2 nickels a. Pointing to each coin, clients count 90 cents. b. The instructor removes 1 quarter without the clients' knowledge. c. Clients count the coins, telling the instructor the new total is 65 cents. d. "How much money do you need to equal the previous total?" (25 cents) e. "What coin do you need to have 90 cents?" (1 quarter) 2. Repeat the above sequence, removing one dime or one nickel.
E. Counting half-dollars, dimes, and nickels. 1. Place varied amounts of half-dollars, dimes, and nickels in front of clients. Have clients count the coins verbally, telling the instructor and recording the total amount of money.	1. 1 half-dollar, 1 dime, 3 nickels a. Pointing to each coin, clients count 75 cents. b. Instructor removes a half- dollar without the clients' knowledge. c. Clients count the coins, telling the instructor the new total is 25 cents. d. "How much money do you need to equal the previous total?" (50 cents) e. "What coin do you need to have 75 cents?" (1 half-dollar) 2. Repeat the above sequence, removing one nickel or the dime.
	Repeat the training sequences, removing two or more coins at a time. When clients have mastered the above training sequence, the following steps may be implemented:

SKILL NO.: 1.2 **OBJECTIVE NO.:** 1.2.10

OBJECTIVE: CLIENT STATES THE EXACT COINS THAT COMBINE TO TOTAL A SPECIFIED AMOUNT

PROCEDURE	KEYPOINTS
F. Clients state coins needed to arrive at a given total.	
1. Place various coins in front of clients.	1. Several half-dollars, quarters, dimes, nickels, and pennies
	a. "Which coins do you need to make 67 cents?" Clients show: 2 quarters, 1 dime, 1 nickel, 2 pennies or 1 half-dollar, 1 dime, 1 nickel, 2 pennies.
	2. Repeat the above activities, asking for amounts of 99 cents or less.

COURSE TITLE: MONEY HANDLING | **TRAINING SEQUENCE**

SKILL AREA: BUDGETING | **SKILL AREA NO.:** 1.3

OBJECTIVE: CLIENT DEFINES BUDGET RELATED TERMS AND DISTINGUISHES BETWEEN NEEDS AND WANTS | **OBJECTIVE NO.:** 1.3.1

INSTRUCTIONAL MATERIALS REQUIRED: EXAMPLES OF BILLS

PERFORMANCE CRITERIA: CLIENTS WILL DEFINE BUDGET RELATED TERMS WITH 100% ACCURACY; FOR THREE CONSECUTIVE DAYS; APPROPRIATE DEFINITIONS WILL BE UP TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same budgeting knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by individual members of the group before proceeding to the next definition. After each definition has been thoroughly discussed during the lecture, have clients copy the definitions of each term or give them a list of the definitions to study.

PRE-REQUISITE: None required.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Needs	A. Basic needs: food, shelter, clothing.
B. Wants	B. Those things that are not necessary for daily living. (Ex: T.V., stereo, records, candy.)
C. Entertainment	C. Things a person does to entertain himself. (Ex: movie, dinner out, vacation.)
D. Recreation	D. Things a person does for enjoyment. (Ex: golf, bowling, tennis.)
E. Shelter	E. Where one lives; expense would be rent.

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.1

OBJECTIVE: CLIENT DEFINES BUDGET RELATED TERMS; DISTINGUISHES BETWEEN NEEDS AND WANTS

PROCEDURE	KEYPOINTS
F. Transportation	F. Car, bus, train, bike. Discuss expenses necessary to maintain and/or use the above.
G. Fixed payments	G. Bills that are the same each month. (Ex: sanitation and sewage, rent, monthly installments.)
H. Bills that change from month to month.	H. Heat, lights, water, telephone. Show example of several months' bills and how the rate can change from month to month.
I. Utility bills	I. Lights, power, water and garbage.
J. Unforseen expenses	J. Bills which are unexpected. (Ex: car, repair, eyeglass repair, medical, etc.)
K. Income	K. The money you receive.
L. Wages	L. The amount paid per hour for each hour or part of an hour you worked.
M. Take-home pay	M. The total wage you earned minus certain deductions.
N. Monthly	N. Occurs once a month; (Ex: salary, utility bills, installment payments.)
O. Savings	O. Money put aside to buy something or for an emergency.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: BUDGETING **SKILL AREA NO.:** 1.3

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET **OBJECTIVE NO.:** 1.3.2

INSTRUCTIONAL MATERIALS REQUIRED: FINANCIAL LEDGER, SAMPLE BUDGET SHEET, RECORD SPENDING SHEET, WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL RECORD EXPENSES AND PLAN A BUDGET WITHOUT ASSISTANCE. THE CLIENT'S ABILITY TO PREFORM THIS OBJECTIVE WILL BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same math and money knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1 through 1.1.18, and Objectives 1.2.1 through 1.2.10.

REINFORCEMENT: As the clients work the problem you are to tell them step by step if they are correct or not. As soon as they make an error say, "no" and help them correct it in a neutral manner before they proceed. If they are able to complete the problem correctly without help or with less help than before, give enthusiastic social praise. If they require more help than usual or work it incorrectly just say, "that's fine".

PROCEDURE	KEYPOINTS
A. Clients will find the earnings of a worker at the minimum wage for one day, one week, and for one pay period.	A. Before implementing the training sequence, discuss with clients the meaning of "minimum wage" and the current rate.
1. Using an hourly wage, show the clients how wages accumulate through the day.	1. Stress the importance of the client keeping an accurate record of the working hours in each pay period.
a. Hours worked times the rate of wage.	
2. Using a daily wage, show the clients how wages accumulate through the week.	
a. Wage earned for one day times the days worked in one week.	

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS
3. Using a weekly wage, show the clients how wages accumulate through the month.	
a. Wage earned for one week times the number of weeks worked in one month.	
4. Give the clients a situation type worksheet where they find the earnings of a worker for one day, for one week, and for one month.	4. Paper and pencil exercise prepared by the instructor should prove adequate.
	Give verbal cues or demonstrations to help the clients make the correct responses in working the problem only when necessary. In the beginning you will probably have to give constant help to teach the clients the procedure. Gradually reduce the amount of help you give as the clients become more proficient in working the problems. Be sure you don't reduce the help you give too quickly.
B. Clients will determine take-home pay from total wages.	
1. Discuss and demonstrate to the clients. a. The total wages due for the pay period. b. Deductions taken from the total wages. c. Take-home pay.	1. Use a sample payroll check or an illustration of one for all the following procedural steps.
2. Using a payroll check point out and discuss the following: a. Wages earned b. FICA deductions c. Pay period d. Withholding tax deductions e. Take-home pay	2. Discuss until clients have a general concept of each term.
3. Given a sample payroll check with the total wages and the various deductions, clients will determine take-home pay.	
a. Have clients point out the "deductions" which are to be taken from the total wages.	a. Be certain clients are able to orally define deductions as items to be subtracted from the total wages earned.
b. Clients then total the deductions. c. Clients subtract the total deductions from the wages earned.	b. Stress that the deductions must be added together before the take-home pay can be determined.

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS
d. Review steps in determining the take-home pay as follows: 1) Adding together all deductions. 2) Subtracting deductions from the total wages earned.	
e. Give clients a worksheet of situation problems in which they must calculate the take-home pay when given: 1) Hourly wage 2) Total hours worked 3) Itemized deductions	e. Clients may need to review procedural steps for finding total earnings.
C. Clients will state advantages of saving some money from each pay period.	
1. Discuss with the clients some generalizations relating to savings: a. Setting money aside for future use. b. Setting money aside for unexpected emergencies or unexpected expenses. c. Setting aside money for a particular want or need.	1. Have clients discuss some things that relate to each generalization.
2. Discuss the importance of putting "savings" in a safe place.	2. Consider with the clients such questions as: a. What would happen to money kept in a "piggy bank", drawer, box, etc. if the house burned down? b. Would the money be safe from theft if it were kept at home or if it were kept in a bank? c. Would you be more apt to spend the money if you had it at home or if you had it in a bank?
D. Clients will write a spending and savings record.	D. Point out to the clients that keeping this record will aid in the budgeting of their income by showing them where their money goes each month. The record will also help them decide whether to continue their present pattern of spending or to make changes.
1. Discuss with clients that all persons have to decide how they will spend their money. To do this they must think about the following: a. Their bills. b. How much money they have. c. What they want to buy. d. How much an item costs, etc.	

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS
2. In regard to their income and how they spend it, have clients tell what each of the following words mean to them.	
a. Budget	a. A plan for spending your money.
b. Need	b. Name goods or services that a person must have; food, shelter, etc.
c. Want	c. Name things a person wants to have but which are not really necessary; candy, T.V., etc.
d. Expenses	d. What you spend money for.
3. Review fixed expenses and expenses that change from month to month.	3. Stress that expenses are bills or payments that have to be paid from the money the clients have.
4. Give clients a copy of a weekly budget. Have them calculate: a. Money earned in one week (take-home). b. Money earned in one month (take-home). c. Money saved in one month.	4. Budget example: lunch - $8.00 entertainment - $3.00 personal items - $2.50 extras - $5.00 clothes - $2.50 savings - $2.00
5. Show and discuss a monthly spending record. Given certain bills, have clients fill out a monthly spending record.	5. Fill out a spending sheet with clients as a group. Have them copy each step on to a sample sheet as it is covered. Clients are to repeat activities until they can work independently.
	Show the clients sample materials on which spending and savings records could be kept such as a ledger book or a spiral notebook ruled off for financial recording. Explain how sales tickets and receipts are used in keeping a record of spending. Stress the importance of keeping slips in a safe place until the clients have time to record them in their spending record. (i.e. putting slips on a spindle, in a special drawer, etc.)
6. Develop a situation problem to lead the clients in the basic steps of planning a budget. a. Total the fixed bills. b. Total the expenditures such as: food, clothing, entertainment, personal items, etc. c. Add all expenditures; the total must be equal to or less than the take-home pay.	6. Ann Blake's monthly take-home pay is $400.00. Every month she pays the following bills: rent $170.00 which includes heat, electricity, garbage, pick-up and water; and car-pool fare, $20.00. She also must budget her money to include food; personal items; clothing; laundry (for washing at the coin-operated washer which is 50¢ per load and dryer which is 40¢ per load); entertainment including magazines and

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE

d. If more than the take-home pay, go back and refigure your flexible expenditures, planning to spend a lesser amount.

E. Clients will transcribe from a problem to a spending record and a budget record sheet.

1. Story example:

John and Jane Baker have had a terrible time making their income last all month. Their monthly bills seem to take most of their money and they don't have enough money to buy some things they want.

One day John decided that there must be a way to solve the problems he and Jane were having about money. He decided that he and Jane would sit down that very night and make a budget. At first Janet thought it was a waste of time, but when she saw that John was really serious about it, she got a paper and pencil and they started to work.

John's take home pay was only $387.00 per month and they had to plan very carefully. They finally agreed on the following budget.

John and Jane Baker's Monthly Budget

House (rent)	$ 95.00
Utilities (electricity, phone, water, garbage, sewer)	23.00
Oil (to heat house)	20.00
Transportation (car payment, taxi, bus, or car pool, gas and oil, car insurance, upkeep on car)	20.00
Clothing (including laundry & repair)	15.00
Food (groceries and all meals bought away from home)	115.00
Personal Items (cosmetics, haircuts, etc.)	22.00
T.V. Payment	37.00
Health (medicine, doctor and denist bills)	12.00
Entertainment	10.00
Savings	8.00
Extras	10.00
	$387.00

KEYPOINTS

newspapers; and savings. Decide how much money Ann could spend in each of these groups and fill in the budget sheet below.

E. If necessary, read the problem sheet having the clients record expenditures onto a spending record sheet.

1. Discuss the following questions with the client:

   a. Did the Bakers go over their budget in any column?
   b. Did the Bakers spend less money than they planned?
   c. From the budget record sheet, do you think the Bakers solved their money problems.

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS
On a household budget record form, write in the amount of money budgeted for each of the above groups. Jane and John decided the best way to keep within their budget was to write it down every time they spent money. The following paragraphs tell how the Bakers spent their monthly income. As you read the story, record their expenses on the budget record sheet attached. Be sure to put each expense in the right column. On January 2, Jane paid the following bills: rent ($95.00), electricity ($11.00), and T.V. payment ($37.00). On the same day she bought groceries ($30.00) and picked up John's suit at the cleaners ($2.50). While she was at the bank, Jane put $8.00 in their savings account. Just as she was leaving the bank, Jane met her good friend Sue Smith. They decided to go across the street to a little cafe' for a cup of coffee. Jane ordered a cup of coffee and a doughnut ($.30). They each paid their own bills. Jane paid these bills on January 8: city utilities of garbage collection sewage and water ($5.00); and fuel oil for the furnace ($18.50). Later in the day she went to the Post Office for stamps ($1.00) and stopped at the drug store where she bought a bottle of shampoo and a bottle of hand lotion ($3.50). She also bought groceries ($25.50). After dinner on January 10, John suggested that they go bowling. The Baker's spent a total of $3.00 at the bowling alley. While Jane was reading the morning paper on January 15th, she noticed that several stores in town were having interesting sales. She decided she would like to go shopping that afternoon, so she called her friend, Betty and asked her to go along with her. There were many things on sale that Jane would like to have. She tried on a pair of boots that she especially liked. They were marked at half price, which was only $10.00. Betty tried to convince Jane to buy them, but Jane remembered the budget that she and John had agreed to follow and decided that she couldn't really afford them along with their other necessities. Instead, she bought two pairs of	

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS

socks for John ($3.00), which he badly needed. She also found a cute knit top on sale ($6.00). Jane decided this was a good buy because she could wear it with several different outfits, so she bought it. (To record these items, add them together $3.00 and $6.00 and write the total $9.00 on the correct line). While they were downtown, Jane stopped at the telephone office to pay her bill which was $6.50. Betty needed to buy some groceries. As long as they were at the store, Jane did her grocery shopping, too. Her groceries cost $27.00.

During the rest of the month John and Jane spent money as follows:

January 16	$2.50	haircut for John
	7.50	dental bill for Jane
January 17	4.00	tickets to a ball game
	6.00	movie and lunch
January 25	22.00	groceries
	1.50	shoe repair
January 26	8.00	birthday gift for Jane's father
	6.50	dinner out
January 30	1.50	hose for Jane
	10.00	groceries
	2.00	car pool payment

2. Review the record keeping that must be done in order to know if the budget is working (all moneys paid out and taken in).

F. Clients will plan a monthly budget based on their income.

1. Figure client's income from the following:
    a. S.S.D.I.B. (Social Security Disabilities Income Benefits)
    b. S.S.I. (Supplemental Security Income)
    c. Earned income (if any)
2. Clients will write a spending record of their own expenditures.

2. Have clients keep a record of their spendings for one month prior to planning their monthly budget.

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

PROCEDURE	KEYPOINTS
3. Have client figure a monthly budget sheet.	
a. Start to budget by setting small amounts aside for emergencies and savings.	
b. Enter expenses that you plan to have each month. 1) Rent 2) Utility bills, etc.	
c. Plan and enter your day-to-day expenses.	c. Stress that because these are the most flexible entries in the clients' budget, they are the easiest to cut when they need to economize. Have clients use their records to estimate how much to spend on food, clothing, etc.
d. Compare clients' expenses and income. 1) Add the figures in the spending plan. 2) Compare the total expenses with the income. a) If the two figures balance, fine. b) If the income exceeds the expenses, even better. c) If expenses exceed your income, re-evaluate your plan by reducing expenses or dropping some items.	

SKILL NO.: 1.3

OBJECTIVE NO.: 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

Date	Item (or service) bought	Food	Rent & Utilities	Extras	Clothing	Personal	Trans portation	Medical care	Recreation
		$	$	$	$	$	$	$	$
TOTAL		$	$	$	$	$	$	$	$

SKILL NO.: 1.3 **OBJECTIVE NO.:** 1.3.2

OBJECTIVE: CLIENT WILL RECORD EXPENSES AND PLAN A BUDGET

BUDGET RECORD SHEET

Date	Rent	Food	Personal	Clothing	Entertain	Savings
Total Spent						
Budgeted Amount						
Balance						

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: CHECKING ACCOUNTS

SKILL AREA NO.: 1.4

OBJECTIVE: CLIENT DEFINES CHECKING ACCOUNT-RELATED TERMS

OBJECTIVE NO.: 1.4.1

INSTRUCTIONAL MATERIALS REQUIRED: MONEY (CURRENCY AND COIN)
SIGNATURE CARDS
CHECKS
DEPOSIT SLIPS
CANCELLED CHECKS
CHECKBOOKS
LISTS OF CHECKING ACCOUNT-RELATED TERMS AND DEFINITIONS

PERFORMANCE CRITERIA: CLIENTS WILL DEFINE CHECKING ACCOUNT-RELATED TERMS WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS; APPROPRIATE DEFINITIONS WILL BE UP TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by individual members of the group before proceeding to the next definition.

PRE-REQUISITE: Clients should have completed Objective 1.2.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients define a bank.	A. Place of business where money is kept and loaned. Stress that it is the safest place to keep money. Discuss the names and locations of various banks, banking hours, drive-in windows, etc.
B. Clients define a checking account.	B. Money in the bank used for the paying of expenses by check. Point out that checks are a legal receipt and will stand up in court as such.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.1

OBJECTIVE: CLIENT DEFINES CHECKING ACCOUNT-RELATED TERMS

PROCEDURE	KEYPOINTS
C. Clients define a signature card.	C. Completed when opening an account. It gives the bank information about you and an example of your signature. Give a card to each client. Read and discuss information that is required on the card.
D. Clients define a check.	D. A written order to the bank, telling it to pay the amount of money written on it. Stress that the money is paid to the person or place whose name is written on the check. Go through each of the items and have the clients fill out a check, with supervision.
E. Clients define a deposit slip.	E. A slip filled out by the clients when making a deposit. The bank needs this information to put money into the account. Point out that desposit slips are usually included in the back of the clients' checkbooks. Discuss that clients can also deposit by mail— by filling out a deposit slip and mailing it to the bank with their checks. Show examples of deposit slips and show clients what information is required.
F. Clients define making a deposit.	F. Putting money into the bank. Show a deposit slip to clients. Stress that before making a deposit, clients must fill out a deposit slip.
G. Clients define currency and coin.	G. Currency is paper money, coin is metal money in change. Use coins and bills to demonstrate.
H. Clients define a checkbook.	H. A book which is used to keep a record of checks written. It shows the amount of money in the bank and how much money has been spent. Show and discuss a checkbook with clients.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.1

OBJECTIVE: CLIENT DEFINES CHECKING ACCOUNT-RELATED TERMS

PROCEDURE	KEYPOINTS
I. Clients define a balance.	I. Amount of money in the bank. Show an example of a balance.
J. Clients define a service charge.	J. The amount of money the bank charges for keeping money, furnishing checkbooks, and keeping records of your account. Stress that the bank is selling a service and the clients are buying. Explain to clients they are charged either by the month or by each check written, depending on the bank.
K. Clients define a cancelled check.	K. At the end of each month, the bank sends out the checks written which have been cashed that month. Show clients a statement and several cancelled checks. Explain that the checks come with the statement.
L. Clients define an overdraft.	L. When a check is written for more than the money in the account. More money has been spent than the amount of money in the account (overdrawn). The slip of paper sent out is an overdraft. Discuss that the bank will charge \$3.00 to \$5.00 for every overdrawn check. Stress that when a check is written, there must be enough money in the account to pay for it. Show an example of an overdraft statement.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.1

OBJECTIVE: CLIENT DEFINES CHECKING ACCOUNT-RELATED TERMS

PROCEDURE	KEYPOINTS
M. Clients define forging.	M. Signing another persons's name to a check in order to obtain money. Give examples by having clients fill out and sign a check which has been designated as belonging to another individual.
N. Clients define endorsing.	N. To write the receiver's name on the back of a check to cash or deposit it. Stress that the clients must sign their names as they appear on the check. Explain and demonstrate that a check is endorsed by turning it over and writing the name at the top on the left hand side; or where the check was torn from the check pad. Show clients several examples before they practice independently.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.1

OBJECTIVE: CLIENT DEFINES CHECKING ACCOUNT-RELATED TERMS

BANK: A place of business in which money is kept for people and loaned to people. It is the safest place to keep money.

CHECKING ACCOUNT: Something I open at the bank which enables me to put my money in the bank (make a deposit) and to get it out (write a check) as I need to spend it.

SIGNATURE CARD: Something I fill out when opening my checking account. It gives the bank information about me (name, address, occupation, etc.) and an example of my signature. This is the signature I will use when writing all of my checks.

CHECK: A written order to the bank, instructing them to pay the amount that is written on it to the person or business to whom the check is written.

MAKING A DEPOSIT: Putting money in my checking account.

DEPOSIT SLIP: A slip I fill out when I put money in my checking account. It tells the bank how much money I want to deposit.

CURRENCY & COIN: Currency is money in paper, Coin is metal money.

CHECKBOOK: A book I use to keep a record of: the checks I write, the amount of each, who they were written to, for what, and my current balance.

BALANCE: The amount of money I have left in my checking account.

SERVICE CHARGE: The amount of money the bank charges me for such things as printing up personalized checks, keeping a record of my account, processing each check, and overdrafts.

CANCELLED CHECKS: Checks that have been received by the bank that have been cashed by the person or business I have written them to. The bank sends these back to me each month.

OVERDRAFT: A slip or statement I receive from the bank which lets me know that my account is overdrawn.

FORGING: Using someone else's signature in order to get money that is the other person's. This is illegal and would result in going to jail.

ENDORSING: Signing my name on the back of a check in order to receive the amount of money that is written on the check.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: CHECKING ACCOUNTS

SKILL AREA NO.: 1.4

OBJECTIVE: FILLS OUT A CHECKING ACCOUNT SIGNATURE CARD

OBJECTIVE NO.: 1.4.2

INSTRUCTIONAL MATERIALS REQUIRED: SIGNATURE CARDS

PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT A CHECKING ACCOUNT SIGNATURE CARD WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by indiviual members of the group before proceeding to the next definition.

PRE-REQUISITE: Clients should have completed Objective 1.4.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

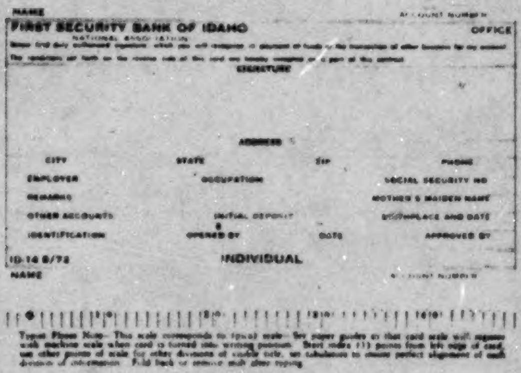
PROCEDURE	KEYPOINTS
	After each step has been thoroughly discussed during the lecture, have clients role play, opening a checking account. Someone should role play as bank personnel and ask the clients to give them the required information on the signature card.
A. Types of checking accounts.	
1. Regular account.	1. The bank charges a monthly service charge of $2.00 - $3.00. A statement and your cancelled checks will be received once a month.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.2

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT SIGNATURE CARD

PROCEDURE	KEYPOINTS
2. Budget account.	2. A charge will be paid for every check written. A statement and cancelled checks will be received monthly or quarterly.
3. Joint account.	3. Two people can have a checking account together. Both can write checks. The bank will need both signatures on the same signature card.
B. Authorized signature.	B. The way you sign your name.
	In all cases, signatures should be written, not printed. Some practice should be done with each individual to ensure that the signature is written legibly.
C. Social Security Number.	C. A number the U.S. Government assigns to the clients' names as a means of record keeping. Their names are filed as well as their numbers.
	Ask clients to show their Social Security Card. Emphasize that their cards should be carried with them at all times to be certain they have written their Social Security Number correctly.
D. Business or occupation.	D. The kind of work a person does.
	Discuss clients' various job types in relation to an occupation or business. Be sure the individuals in the group know the kind of work they are performing.
E. Business address.	E. The street, city, and state address (zip code) of the business where a person works.
	If the clients do not know the address, have them find it in the telephone directory and write it down. Check for mistakes. Much oral and written repetition will be necessary.
F. Home address.	F. The box number or the street where a person lives, as well as the city, state, and zip code.
	Utilize oral and written repetition.
G. Telephone number.	G. The telephone number at home.

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT SIGNATURE CARD

PROCEDURE	KEYPOINTS
H. Birthdate.	H. The day, month, and year that a person was born.
I. Place where you were born.	I. The city and state where a person was born.
J. Mother's maiden name.	J. A mother's name before she was married.
 NAME FIRST SECURITY BANK OF IDAHO NATIONAL ASSOCIATION OFFICE SIGNATURE ADDRESS CITY STATE ZIP PHONE EMPLOYER OCCUPATION SOCIAL SECURITY NO REMARKS MOTHER'S MAIDEN NAME OTHER ACCOUNTS INITIAL DEPOSIT $ BIRTHPLACE AND DATE IDENTIFICATION OPENED BY DATE APPROVED BY ID-14 8/72 INDIVIDUAL NAME	Emphasize that the above information(H., I., and J.) will protect the clients against someone obtaining facts concerning their accounts. If someone calls and requests information, the bank will ask for the caller's birthdate, place of birth, and mother's maiden name. The above three items of information are now required by most banks. It will, of course, be beneficial for the clients to know this information, but most will have difficulty learning and/or remembering it. Therefore, each of the clients should carry with them a card having this information written on it.
K. Writing a signature card.	K. The clients will fill out a card with the instructor's aid, until they can do so independently. Although clients do not fill out a signature card when opening a checking account, they must be able to verbally give the required information to bank personnel.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.2

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT SIGNATURE CARD

NAME ACCOUNT NUMBER

FIRST SECURITY BANK OF IDAHO OFFICE
NATIONAL ASSOCIATION

Below find duly authorized signature, which you will recognize in payment of funds or the transaction of other business for my account.

The conditions set forth on the reverse side of this card are hereby accepted as a part of this contract.

SIGNATURE			
ADDRESS			
CITY	STATE	ZIP	PHONE
EMPLOYER	OCCUPATION		SOCIAL SECURITY NO.
REMARKS			MOTHER'S MAIDEN NAME
OTHER ACCOUNTS	INITIAL DEPOSIT $		BIRTHPLACE AND DATE
IDENTIFICATION	OPENED BY	DATE	APPROVED BY

ID-14 8/72 **INDIVIDUAL**

NAME ACCOUNT NUMBER

◆ 10 20 30 40

Typist Please Note—This scale corresponds to (pica) scale—Set paper guides so that card scale will register with machine scale when card is turned into writing position. Start index (3) points from left edge of card, use other points of scale for other divisions of visible title, set tabulators to insure perfect alignment of each division of information. Fold back or remove stub after typing.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: CHECKING ACCOUNTS **SKILL AREA NO.:** 1.4

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT DEPOSIT SLIP **OBJECTIVE NO.:** 1.4.3

INSTRUCTIONAL MATERIALS REQUIRED:

- BILLS
- CHECKS
- WORKSHEETS
- COINS
- DEPOSIT SLIP

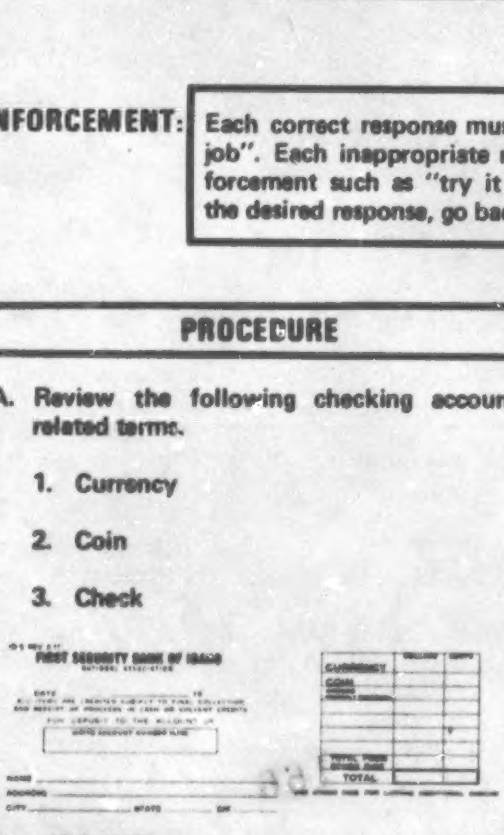
PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT THREE CHECKING ACCOUNT DEPOSIT SLIPS, EACH REQUIRING DIFFERENT INFORMATION FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term.

PRE-REQUISITE: Clients should have completed Objectives 1.1.13, 1.1.14, 1.4.1, and 1.4.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Review the following checking account related terms.	A. Have on hand, bills, coins and a completed check to use as an illustration.
1. Currency	1. Paper money
2. Coin	2. Metal money in change
3. Check	3. A written order to the bank, instructing the bank to pay a certain amount of money to the person or place named on the check.
	Demonstrate on the deposit slip where each of these amounts of money are to be placed.



FIRST SECURITY BANK OF IDAHO

DATE

NAME

ADDRESS

CITY STATE

CURRENCY		
COIN		
TOTAL		

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.3

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT DEPOSIT SLIP

PROCEDURE	KEYPOINTS
	Discuss terms related to deposit slips. If possible, demonstrate each step on the blackboard or on actual deposit slips or an overhead projector can also be used very effectively.
B. Total from other side.	B. Used when depositing more than two checks. List two on the front and the remaining checks on the back of the deposit slip. Checking account deposit slips usually have only room for two checks to be listed on the front side. Point out that the cent figure is written in one large column and the dollar figures are written separately in the smaller columns. Checks on the back are totaled and the sum placed in the "total from other side" slot. Utilize a great deal of worksheet repetition and actually have the clients practice filling out deposit slips, using first: three checks and then four or more checks where they are required to add the checks on the other side before transferring this total to the front of the deposit slip.
C. Total.	C. Adding together the coin, currency and checks on the front, as well as the checks listed on the back.
D. Less cash received.	D. Cash you want to keep. Stress that this is money clients want "on hand". The teller will give the clients the amount of money they have written down. Utilize worksheets and deposit slips. Emphasize that when individuals are receiving cash back, they must sign the deposit slip in the designated area.
E. Net deposit.	E. The amount of money deposited, minus the cash you are receiving back. Clients will subtract the cash they want to keep from the total deposit. Utilize worksheets and deposit slips.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.3

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT DEPOSIT SLIP

PROCEDURE	KEYPOINTS
F. Practice filling out deposit slips.	F. These steps should be followed: 1. Three or more checks a. Client is to write out a deposit slip for three or more checks. Emphasize writing the extra check (s) on the back of the slip, adding them and bringing the total to the front side as well as filling in the required slots on the front side of the deposit slip. Role play with instructor as bank teller. The client will be given the necessary information to be placed on the deposit slip. 2. One or two checks; receiving cash back a. Repeat activities outlined above. 3. Two checks and currency only a. Repeat activities outlined above. 4. Two checks; coin and currency a. Repeat activities outlined above. 5. Three or more checks; coin and currency a. Repeat activities outlined above. If the clients have an adequate understanding of checks and deposit slips, yet cannot fill out a deposit slip independently, instruct them to take the money and a deposit slip to the bank teller, asking the teller for help in filling out the deposit slip.

OBJECTIVE: CLIENT FILLS OUT A CHECKING ACCOUNT DEPOSIT SLIP

Client fills out a checking account deposit slip for depositing two checks; one for $56.58 and one for $258.42. Client is also depositing $56.22 in cash ($1.22 of this is coin). What is your net deposit? Use today's date.

ID-6 REV. 2-77

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________ 19 __
ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

WRITE ACCOUNT NUMBER HERE

NAME ______________
ADDRESS ______________
CITY ______________ STATE ________ ZIP ________

⑆5757⑈5757⑆

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS (PROPERLY ENDORSED)		
TOTAL FROM OTHER SIDE		
TOTAL		

USE OTHER SIDE FOR LISTING ADDITIONAL CHECKS

Client fills out a checking account deposit slip for depositing two checks; one for $199.68 and one for $98.99. Client wants to get back $50.00 in cash. What is your net deposit? Use today's date.

ID-6 REV. 2-77

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________ 19 __
ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

WRITE ACCOUNT NUMBER HERE

NAME ______________
ADDRESS ______________
CITY ______________ STATE ________ ZIP ________

⑆5757⑈5757⑆

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS (PROPERLY ENDORSED)		
TOTAL FROM OTHER SIDE		
TOTAL		

USE OTHER SIDE FOR LISTING ADDITIONAL CHECKS

Client fills out a checking account deposit slip for depositing one check for $259.57 and for depositing $63.97 in cash ($59.00 of this is currency). What is your net deposit? Use today's date.

ID-6 REV. 2-77

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________ 19 __
ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

WRITE ACCOUNT NUMBER HERE

NAME ______________
ADDRESS ______________
CITY ______________ STATE ________ ZIP ________

⑆5757⑈5757⑆

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS (PROPERLY ENDORSED)		
TOTAL FROM OTHER SIDE		
TOTAL		

USE OTHER SIDE FOR LISTING ADDITIONAL CHECKS

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: CHECKING ACCOUNTS

SKILL AREA NO.: 1.4

OBJECTIVE: WRITES NUMBER WORDS TO 100

OBJECTIVE NO.: 1.4.4

INSTRUCTIONAL MATERIALS REQUIRED:
WORKSHEETS
NUMBER SYMBOL
NUMBER WORD FLASH CARDS
NUMBER NAME CHARTS

PERFORMANCE CRITERIA: CLIENTS WILL WRITE NUMBER WORDS FROM 0 TO 100 WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Do not go on to the next procedural step until the clients have mastered the preceding step. A great deal of repetition of training sequences will be necessary.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1, 1.1.3, and 1.1.4..

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again".If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients write number names 1-9. 1. Have clients match number name with its number symbol. 2. Have clients copy number name. 3. Have clients write number name when given orally by instructor. B. Clients write number names 10-20. 1. Have clients match number name with with its number symbol. 2. Have clients copy number name.	Be sure to utilize one or all of the instructional materials required listed above when following each of the procedural steps.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.4

OBJECTIVE: CLIENT WRITES NUMBER WORDS TO 100

PROCEDURE	KEYPOINTS
3. Have clients write number name when given orally by instructor.	
C. Clients write number names 30, 40, 50, 60, 70, 80, 90, and 100.	C. If the clients are having difficulty learning to write eight to ten new numbers at a time, break the steps down further by perhaps introducing only one or two numbers at a time.
1. Have clients match number name with its number symbol.	
2. Have clients copy number name.	
3. Have clients write number name when given orally by instructor.	
D. Clients write number names 31-39, 41-49, 51-59, 61-69, 71-79, 81-89, and 91-99.	
1. Have clients match number name with its mate.	
2. Have clients copy number name.	2. Stress 2 numbers are being written, and a hyphen is used to separate the two.
3. Have clients write number name when given orally by instructor.	

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.4

OBJECTIVE: CLIENT WRITES NUMBER WORDS TO 100

MATCHING WORKSHEET

SEVEN	9
ONE	2
THREE	5
TEN	4
FOUR	1
FIVE	3
NINE	7
SIX	6
TWO	8
EIGHT	10

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.4

OBJECTIVE: CLIENT WRITES NUMBER WORDS TO 100

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

8 ______________________________

9 ______________________________

10 ______________________________

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: CHECKING ACCOUNTS **SKILL AREA NO.:** 1.4

OBJECTIVE: WRITES DOLLAR AMOUNTS WHEN GIVEN ORALLY **OBJECTIVE NO.:** 1.4.5

INSTRUCTIONAL MATERIALS REQUIRED: FLASH CARDS NUMBER SYMBOLS
NUMBER NAME CHARTS

PERFORMANCE CRITERIA: CLIENTS WILL WRITE GIVEN DOLLAR AMOUNTS WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Do not go on to the next procedural step until the clients have mastered the preceding step. A great deal of repetition of training sequences will be necessary.

PRE-REQUISITE: Clients should have completed Objective 1.1.18.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Be sure to utilize all of the instructional materials required listed above when following each of the procedural steps.
A. Clients write "dollar" amount. 1. Have clients match dollar amount with an example. 2. Have clients copy dollar amount. 3. Have clients write dollar amount when given orally by instructor.	A. Explain that the dollar amount is written by merely placing a dollar sign before the number figure.
B. Clients write "cent" amount. 1. Have clients match cent amount with an example. 2. Have clients copy cent amount.	B. Emphasize that the decimal means "cents". There are always two numbers after the decimal; therefore, 1-9 cents will be written with a zero before the number ($.04 and "no cents") will be written ($.00).

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.5

OBJECTIVE: CLIENT WRITES DOLLAR AMOUNTS WHEN GIVEN ORALLY BY INSTRUCTOR

PROCEDURE	KEYPOINTS
3. Have clients write cent amount when given orally by instructor.	Stress when using the cent decimal, you always use the dollar sign. Be sure this is fully understood by the clients before proceding to the next procedural step.
C. Clients write combination of dollar and cent amount.	C. Introduce the idea of "bringing together" the dollar and cents. Example: You have five dollars ($5); you have fifteen cents ($.15); together you have $5.15.
1. Have clients match dollar and cent amount with an example.	
2. Have clients copy dollar and cent amounts.	
3. Have clients write dollar and cent amounts when given orally by instructor.	

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: CHECKING ACCOUNTS

SKILL AREA NO.: 1.4

OBJECTIVE: WRITES A CHECK

OBJECTIVE NO.: 1.4.6

INSTRUCTIONAL MATERIALS REQUIRED: CHECKS WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL WRITE A CHECK WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term.

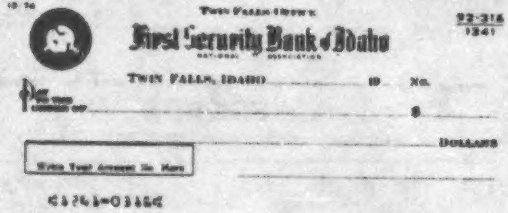
PRE-REQUISITE: Clients should have completed Objectives 1.4.4 and 1.4.5.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Date	A. The month, day and year written on a check. Discuss dates on checks written today, yesterday, and tomorrow. Utilize worksheets and checks.
B. Check number	B. Checks may be printed with or without numbers. If printed without numbers, be sure to write the numbers, preferably all ahead of time to ensure that the checks are numbered correctly.
C. Pay to the Order of	C. The name of the person or company the check is written to.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.6

OBJECTIVE: CLIENT WRITES A CHECK

PROCEDURE	KEYPOINTS
	Stress to write clearly. Give specific names, and have the clients copy them and then write them without utilizing worksheets or checks.
D. Dollar amount in numbers.	D. The amount the check is written for. Stress to write as close to the dollar sign as possible so as not to leave room for someone to add an additional number. Utilize worksheets and checks.
E. Dollar amount in words.	E. The amount of the check written out in words. Review hyphenated words as well as writing cents over/100. Stress again, there should not be room left for someone to add an additional word. Start writing to the far left and fill in the extra space with a wavy line.
F. Signature line.	F. To verify that a check has been written by a particular person. Stress to clients to sign their names just the way they signed it on the signature card. Utilize worksheets and checks.
G. Writing out checks given the necessary information.  First Security Bank of Idaho NATIONAL ASSOCIATION 92-316 1241 TWIN FALLS, IDAHO 19 NO. $ DOLLARS Write Your Account No. Here	G. The following procedural steps should be followed: 1. **Check for $8.00** a. Point out that zero cents is written no/100. Utilize worksheets and checks. 2. **Check for $10.53** a. Point out that 53 cents is written 53/100. Utilize worksheets and checks. 3. **Check for $26.48** a. Stress hyphen in dollar word. Utilize worksheets and checks. 4. **Check for $348.16** a. Stress writing hundred and hyphen in dollar word. Utilize worksheets and checks.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.6

OBJECTIVE: CLIENT WRITES A CHECK

PROCEDURE	KEYPOINTS
	At the end of the above exercises, emphasize the following: 1. Stress to always write checks with a pen so no one else can change what has been written. 2. A check should never be made out to cash. If it is lost, anyone can cash it by endorsing it on the back with their name. 3. If a mistake is made, do not erase, cross out, or write over words or numbers. Tear up the check and write "void" in the check book corresponding to the check number. 4. Stress to the client to check the written dollar figure with the number dollar figure. Because the bank will pay the written dollar figure, the figures must correspond. 5. Stress the importance of proper identification.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.6

OBJECTIVE: CLIENT WRITES A CHECK

Client writes a check to the Idaho Power Company for $22.56 (check number 490). Use today's date.

10-74

TWIN FALLS OFFICE

First Security Bank of Idaho

NATIONAL ASSOCIATION

92-316
1241

TWIN FALLS, IDAHO ______________ 19____ No. __________

PAY TO THE ORDER OF ____ $ __________

____ DOLLARS

Write Your Account No. Here

____

⑆1241⑉0316⑆

Client writes a check to the Ace Department Store for $56.98 (check number 36). Use today's date.

10-74

TWIN FALLS OFFICE

First Security Bank of Idaho

NATIONAL ASSOCIATION

92-316
1241

TWIN FALLS, IDAHO ______________ 19____ No. __________

PAY TO THE ORDER OF ____ $ __________

____ DOLLARS

Write Your Account No. Here

____

⑆1241⑉0316⑆

Client writes a check to John Doe for $256.43 (check number 73). Use today's date.

10-74

TWIN FALLS OFFICE

First Security Bank of Idaho

NATIONAL ASSOCIATION

92-316
1241

TWIN FALLS, IDAHO ______________ 19____ No. __________

PAY TO THE ORDER OF ____ $ __________

____ DOLLARS

Write Your Account No. Here

____

⑆1241⑉0316⑆

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: CHECKING ACCOUNTS **SKILL AREA NO.:** 1.4

OBJECTIVE: UPDATES A CHECKBOOK **OBJECTIVE NO.:** 1.4.7

INSTRUCTIONAL MATERIALS REQUIRED: CHECKS CHECK REGISTER
WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL UPDATE A CHECKBOOK WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term.

PRE-REQUISITE: Clients should have completed Objectives 1.4.1 through 1.4.6.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Before beginning the training sequence, give the clients a copy of a check register with each of the procedural steps listed to the left numbered accordingly on the check register.
A. Clients define "check number" column.	A. The number of the check being written. When the bank returns the checks it has paid, checks that have not been paid will be easily identified by the check number. It is very important that the number of each check is logged in the check register.
B. Clients define "date" column.	B. The month and day the check is written. Be sure and emphasize the importance of dating each check that was written.

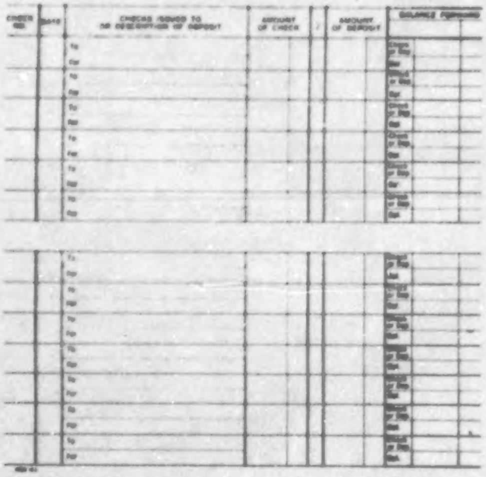
SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.7

OBJECTIVE: CLIENT UPDATES A CHECKBOOK

PROCEDURE	KEYPOINTS
C. Clients define "checks issued to" column.	C. Who the check was written to. Fill out completely so as not to forget. Utilize worksheets where clients are given a completed check and are required to fill out this portion of the check register.
D. Clients define "checks issued for" column.	D. What the check was written for (i.e., rent, utility bills, etc.). Fill out completely so as not to forget. Utilize worksheets where clients are given a completed check and are required to fill out this portion of the check register.
E. Clients define "description of deposit" column.	E. Where the money came from (i.e., savings, paycheck, etc.). Have clients give other examples of where they might receive money. Utilize worksheets and check register.
F. Clients define "amount of check" column.	F. The amount of money written on the check. Point out that the cent figure is written in the small columns and the dollar figure is written in the large columns. Utilize worksheets and check register where clients are given a specified amount to record.
G. Clients define "check mark" column.	G. Used to mark off those checks that have been cashed by the bank and have been returned. (cancelled checks) By using this procedure it is easy to see which checks have been cashed, and those which have not been cashed.
H. Clients define "amount of deposit" column.	H. The amount of money being deposited. Re-emphasize the writing of dollars and cents in their proper columns.
I. Clients define "balance forward" column.	I. The amount of money in the checking account before making a deposit or writing a check. Emphasize again the writing of dollars and cents in their proper columns.

SKILL NO.: 1.4 **OBJECTIVE NO.: 1.4.7**

OBJECTIVE: CLIENT UPDATES A CHECKBOOK

PROCEDURE	KEYPOINTS
J. Clients define the "check or deposit" column.	J. This column is used to determine new balance. Write the amount of the check again. Then subtract it from the balance. This total is the new balance after writing the check. Be sure the clients understand that if they are being charged a service charge for each check they write, then that amount must be also subtracted in order to determine the new balance. Write the amount of the deposit again. Then add it to the balance. This will give the new balance after a deposit has been made.
K. Clients define balance.	K. The amount of money left in the account after the last check has been written or the last deposit was made. This is also the balance used from which the next check amount is subtracted or the next deposit amount is added. Utilize worksheets and check registers where given a current balance, clients are required to subtract a check amount or add a deposit amount.
L. Updating a checkbook, given the necessary information. 	L. Given an initial deposit of $346.00, the following procedural steps should be followed: **1. Today, write check number 351 to the City of Twin Falls for a water bill - amount: $12.56.** **2. Tomorrow, write two checks, numbers 352 and 353; one to Paul Jones for rent - amount: $125.00; the other to the Radio Shack for the purchase of a tape player - amount: $197.16.** **3. Four days from today, make a deposit of $53.00 - it is from the savings account.** **4. One week from today, write a check numbered 354 to Mountain Bell Telephone Company for the telephone bill - amount: $45.00; also deposit $453.26 - it is a payroll check.** The above steps will give the clients an example of each of the operations they may have to perform when updating a checkbook.

SKILL NO.: 1.4 **OBJECTIVE NO.: 1.4.7**

OBJECTIVE: CLIENT UPDATES A CHECKBOOK

CHECK NO.	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF CHECK		✓	AMOUNT OF DEPOSIT		BALANCE FORWARD		
		To						Check or Dep.		
		For						Bal.		
		To						Check or Dep.		
		For						Bal.		
		To						Check or Dep.		
		For						Bal.		
		To						Check or Dep.		
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		To						Check or Dep.		
		For						Bal.		

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: CHECKING ACCOUNTS **SKILL AREA NO.:** 1.4

OBJECTIVE: CLIENT OPENS A CHECKING ACCOUNT INDEPENDENTLY **OBJECTIVE NO.:** 1.4.

INSTRUCTIONAL MATERIALS REQUIRED: SIGNATURE CARDS TEMPORARY CHECKS
EXAMPLES OF AVAILABLE CHECKS

PERFORMANCE CRITERIA: CLIENTS WILL GO TO THE BANK AND INDEPENDENTLY OPEN A CHECKING ACCOUNT WITHOUT ASSISTANCE. THE CLIENTS' ABILITY TO PERFORM THIS OBJECTIVE WILL BE LEFT UP TO THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same checking account knowledge and skills. Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term.

PRE-REQUISITE: Clients should have completed Objectives 1.4.1 through 1.4.7.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job". Each inappropriate response must be immediately followed by a neutral reinforcement, such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step in the training sequence.

PROCEDURE	KEYPOINTS
A. Clients state the type of account they are opening.	A. Checking.
B. Clients state the type of checking account they are opening.	B. Regular or Budget. Stress the convenience of having the bank apply a monthly service charge rather than a service charge for each check written. Emplasize also that, this particular method of computing service charges may not be available in all banks.
C. Clients fill out signature card.	C. Orally review the information required on a signature card with the clients.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.8

OBJECTIVE: CLIENT OPENS A CHECKING ACCOUNT INDEPENDENTLY

PROCEDURE	KEYPOINTS
D. Clients define amount of deposit.	D. The money used to open an account; the initial deposit. It can be cash or check. Emphasize that most banks require a minimum of $50.00 for an initial deposit.
E. Clients will select checks. 1. Introduce, display and discuss the three basic check types. a. Top stubs–Check stubs are attached to the top of the check pad. The stub is used in place of a check book for record keeping. b. End stubs–Check stubs are on the left side of the check pad and used for record keeping. c. Personalized wallet-style checks–This type requires a check book in order to keep a record of the checks written. 2. Show examples of different styles that are available.	
F. Clients define personalized checks.	F. Checks that have a person's name, address, telephone number and social security number printed in the upper left hand corner. The telephone number and social security number are optional, but advised. Emphasize why they are advised.
G. Clients define temporary checks.	G. Checks used until the new personalized checks ordered are received. It generally takes 10 days for the new checks to come by mail.
H. Role playing.	H. Given $75.00, the clients are to open a checking account. Two people are needed: the bank personnel (instructor) and the person opening the account (client). Client sits across the desk from instructor. Some variation of the following conversation should indicate that the client is able to open a checking account unassisted.

SKILL NO.: 1.4 **OBJECTIVE NO.:** 1.4.8

OBJECTIVE: CLIENT OPENS A CHECKING ACCOUNT INDEPENDENTLY

PROCEDURE	KEYPOINTS

Inst.: "What type of account are you opening?"
Clients: "Checking."
Inst.: "What type of checking account do you want, regular, budget or joint?"
Clients: "Regular" or "Joint."
Inst.: "Give me the following information for your signature card:
Your name; address; social security number; business or occupation; business address, place where you were born, mother's maiden name, birthdate. How many people are going to be authorized to sign checks on this account?"
Inst.: "What amount do you wish to open your account with?"
Clients: "$75.00."
Inst.: (showing display book)"Which checks do you prefer?"
Clients: (indicates personalized wallet style)
Inst.: "Do you wish these checks to be personalized?"
Clients: "Yes."
Inst.: "Do you want your telephone number and social security number on your checks?"
Clients: "Yes."

Give clients a book of temporary checks, explaining they can use these until their others come. Inform them the checks they have ordered will be sent to them in the mail.

Repeat the above role playing exercise until client can go through procedures independently.

When the instructor and the clients are able to go together, schedule an appointment with the bank, and inform them of the reason for coming. At the bank, sit with the clients giving cues only when an error is made.

Approximately 2 - 3 days later, have the clients return and open an account without assistance from the instructor. During the interim, be sure to continue the role playing activities described above.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: SAVINGS ACCOUNTS **SKILL AREA NO.:** 1.5

OBJECTIVE: CLIENT DEFINES SAVINGS ACCOUNT RELATED TERMS **OBJECTIVE NO.:** 1.5.1

INSTRUCTIONAL MATERIALS REQUIRED: CURRENCY & COINS DEPOSIT SLIP
PASSBOOK SIGNATURE CARD WITHDRAWAL SLIPS

PERFORMANCE CRITERIA: CLIENTS WILL DEFINE SAVINGS ACCOUNT RELATED TERMS WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS. APPROPRIATE DEFINITIONS WILL BE UP TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same savings account knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term.

PRE-REQUISITE: Clients should have completed Objective 1.2.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients define savings account.	A. Where you put your money to save for the future. The account is yours; no one else can take money out of the account but you.
B. Clients state two places where savings accounts may be established.	B. Bank or Savings and Loan Association. Discuss several giving names and locations for each within the area.
C. Clients state three reasons for having a savings account.	C. Three reasons for having a checking account. 1. Your money grows for you by drawing interest. 2. It tends to prevent you from spending your money as fast as you get it.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.1

OBJECTIVE: CLIENT DEFINES SAVINGS ACCOUNT RELATED TERMS

PROCEDURE	KEYPOINTS
	3. It can prevent money from getting lost or stolen. Stress that even if you have a safe place at home, it will not be drawing interest.
D. Clients define interest.	D. Money a bank or savings and loan association pays you for having money in a savings account. Stress that this money is payed to the clients for allowing the bank to "use" the money in their savings account for bank investments. Give an example of $50 in a savings account at 5% interest. Show clients how the interest is figured.
E. Clients define a signature card.	E. Review a signature card. Repeat activities for teaching signature card under checking accounts.
F. Clients define making a deposit.	F. Putting money into your savings account. Show and discuss a savings account deposit slip.
G. Clients define deposit slip.	G. A slip you fill out when putting money into your savings account. Explain that the bank or savings and loan association needs this information to put the proper amount of money into your account. Point out that deposit slips are available only at the bank.
H. Clients define currency and coin.	H. Repeat activities under 1.4.1; difference between currency and coin.
I. Clients define endorsing.	I. Repeat activities under 1.4.1; endorsing.
J. Clients define a savings account passbook.	J. A book filled out by the bank or savings and loan association which gives you a record of your deposits, withdrawals and interest. Show and discuss a passbook. Emphasize that the passbook must accompany any withdrawal. Stress the importance of keeping the passbook in a safe place so that it will not be misplaced.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.1

OBJECTIVE: CLIENT DEFINES SAVINGS ACCOUNT RELATED TERMS

PROCEDURE	KEYPOINTS
K. Clients define withdrawal.	K. Taking money out of your savings account. Stress that to make a withdrawal, the clients must fill out a withdrawal slip and present the passbook to the bank teller. Show and discuss a savings account withdrawal slip.
L. Clients define a withdrawal slip.	L. A slip you fill out when taking money out of savings. It tells the bank or savings and loan association how much money you want to withdraw. Explain that the slips are available at the bank. Re-emphasize that this slip must be filled out when withdrawing money.
M. Clients define balance.	M. The amount of money left in your savings account. Demonstrate to the clients how a balance is obtained showing: a previous balance, a deposit and/or withdrawal, the new balance. Have clients follow along using pencil and paper.
N. Clients explain how to find a balance.	N. Add all deposits, subtract all withdrawals, then add interest. Review steps in obtaining a balance. Client should follow along using pencil and paper. Utilize worksheets, "Obtaining the Balance".

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: SAVINGS ACCOUNTS **SKILL AREA NO.:** 1.5

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT SIGNATURE CARD **OBJECTIVE NO.:** 1.5.2

INSTRUCTIONAL MATERIALS REQUIRED: SIGNATURE CARDS

PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT A SAVINGS ACCOUNT SIGNATURE CARD WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same savings account knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below. Each procedural step must be fully understood by individual members of the group before proceeding to the next step. After each step has been thoroughly discussed during the lecture, have clients role play opening a savings account. Someone should role play as bank personnel and ask the client to give the required information on the signature card.

PRE-REQUISITE: Clients should have completed Objective 1.5.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

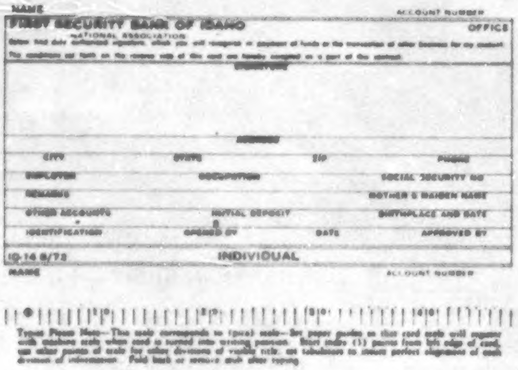
PROCEDURE	KEYPOINTS
	After each step has been thoroughly discussed during the lecture, have clients role play opening a savings account. Someone should role play as bank personnel and ask the clients to give them the required information on the signature card.
A. Types of savings accounts	
1. Regular account	1. You are the only person who can withdraw money.
2. Joint account	2. Two people have the savings account together. Both can withdraw money. The bank will need both signatures on the same signature card.
B. Authorized signature	B. The way you sign your name.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.2

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT SIGNATURE CARD

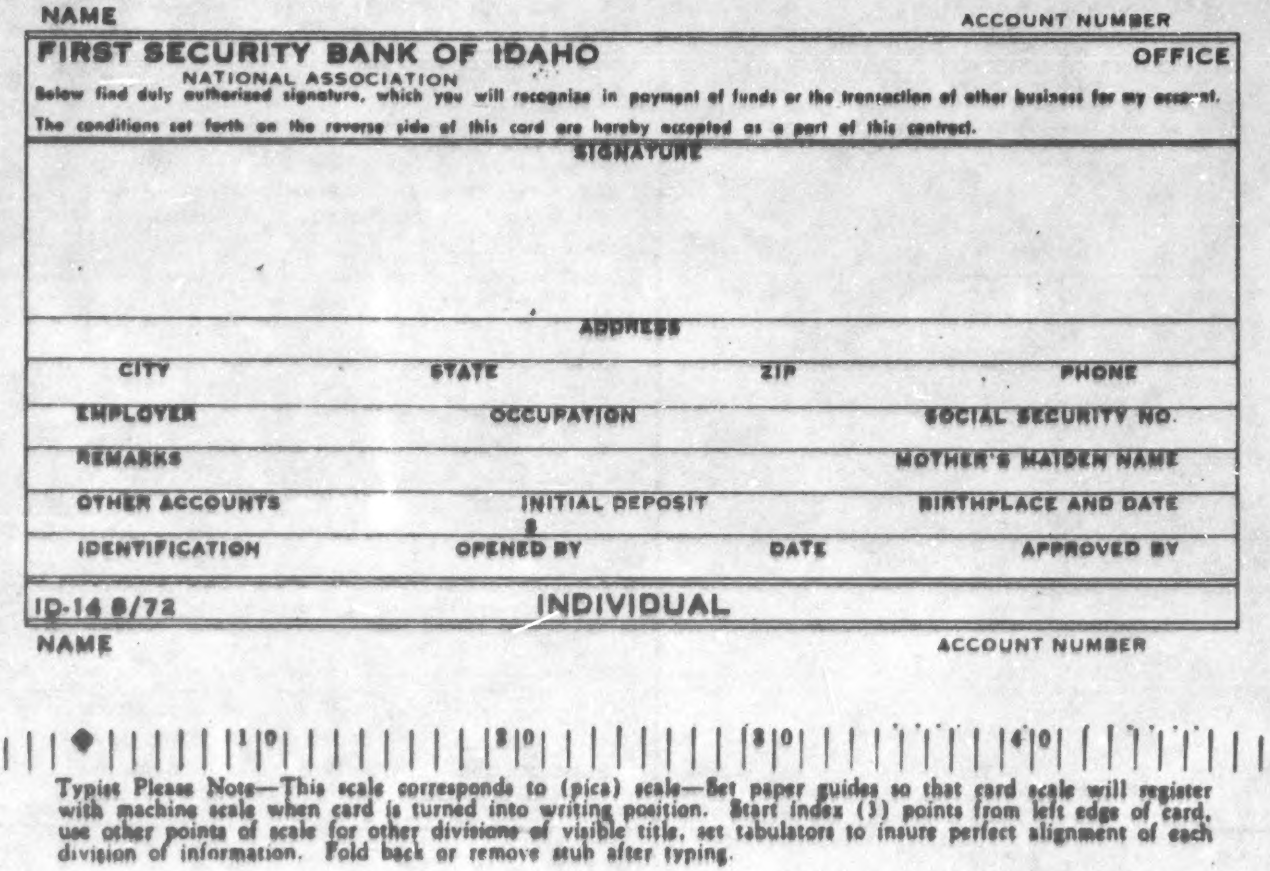
PROCEDURE	KEYPOINTS
	In all cases, signatures should be written, not printed. Some practice should be done with each individual to ensure that the signature as written is legible.
C. Social Security Number	C. A number the U.S. Government assigns to your name as a means of record keeping. You are filed by numbers as well as by your name. Ask clients to show their Social Security Card. Emphasize that their cards should be carried with them at all times to be certain they have written their Social Security Number correctly.
D. Business or occupation	D. The kind of work you do. Discuss client's various job types in relation to an occupation or business. Be sure each individual in the group knows the kind of work they are performing.
E. Business address	E. The street, city, and state address of the business where you work. If clients do not know the address, have them find it from the telephone directory and write it down. Check for mistakes. Much oral and written drill will be necessary.
F. Home address	F. Your box number or the street where you live, as well as the city, state and zip code. Utilize oral and written repetition.
G. Telephone number	G. Your telephone number at home.

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT SIGNATURE CARD

PROCEDURE	KEYPOINTS
H. Birthdate	H. The day, month, and year that you were born.
I. Place where you were born.	I. The city and state where you were born.
J. Mother's maiden name	J. Your mother's name before she was married.
 NAME ACCOUNT NUMBER FIRST SECURITY BANK OF IDAHO NATIONAL ASSOCIATION OFFICE SIGNATURE ADDRESS CITY STATE ZIP PHONE EMPLOYER OCCUPATION SOCIAL SECURITY NO REMARKS MOTHER'S MAIDEN NAME OTHER ACCOUNTS INITIAL DEPOSIT $ BIRTHPLACE AND DATE IDENTIFICATION OPENED BY DATE APPROVED BY 10-14 8/72 INDIVIDUAL NAME ACCOUNT NUMBER	Emphasize that the above information (H, I, and J) will protect the client against someone obtaining facts concerning their account. If someone calls and requests information, the bank will ask for the caller's birthdate, place of birth, and mother's maiden name. The above three pieces of information are now required by most banks. It will of course, be beneficial for the client to know this information, but most will have difficulty learning and/or remembering it. Therefore, all clients should carry with them a card having this information written on it.
K. Writing a signature card.	K. The clients will fill out a card with instructor's aid until they can do so independently.
	Although clients do not fill out a signature card when opening a savings account, they must be able to verbally give the required information to bank personnel.

SKILL NO.: 1.5 **OBJECTIVE NO.: 1.5.2**

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT SIGNATURE CARD



NAME ACCOUNT NUMBER

FIRST SECURITY BANK OF IDAHO **OFFICE**
NATIONAL ASSOCIATION

Below find duly authorized signature, which you will recognize in payment of funds or the transaction of other business for my account.

The conditions set forth on the reverse side of this card are hereby accepted as a part of this contract.

SIGNATURE			
ADDRESS			
CITY	STATE	ZIP	PHONE
EMPLOYER	OCCUPATION		SOCIAL SECURITY NO.
REMARKS			MOTHER'S MAIDEN NAME
OTHER ACCOUNTS	INITIAL DEPOSIT $		BIRTHPLACE AND DATE
IDENTIFICATION	OPENED BY	DATE	APPROVED BY

ID-14 8/72 **INDIVIDUAL**

NAME ACCOUNT NUMBER

Typist Please Note—This scale corresponds to (pica) scale—Set paper guides so that card scale will register with machine scale when card is turned into writing position. Start index (3) points from left edge of card, use other points of scale for other divisions of visible title, set tabulators to insure perfect alignment of each division of information. Fold back or remove stub after typing.

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COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: SAVINGS ACCOUNTS **SKILL AREA NO.:** 1.5

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT DEPOSIT SLIP **OBJECTIVE NO.:** 1.5.3

INSTRUCTIONAL MATERIALS REQUIRED: COINS CHECKS
CURRENCY DEPOSIT SLIPS WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT THREE DEPOSIT SLIPS EACH REQUIRING DIFFERENT INFORMATION ON THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same savings account knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below. Each step or deposit slip term must be fully understood by individual members of the group before proceeding to the next step or deposit slip term.

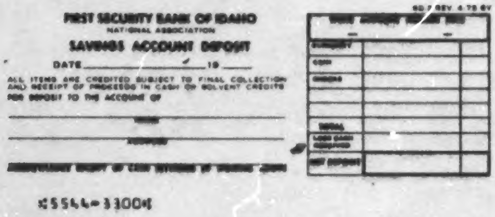
PRE-REQUISITE: Clients should have completed Objectives 1.1.13, 1.1.14, 1.5.1, and 1.5.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Review the following savings account related terms:	A. Have on hand bills, coins and a completed check to use as an illustration.
1. Currency	1. Paper money
2. Coin	2. Metal money in change
3. Check	3. A written order to your bank instructing the bank to pay a certain amount of your money to the person or place you name on the check.
	Demonstrate on the deposit slip where each of these amounts of money are to be placed. Discuss terms related to deposit slips. If possible,

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.3

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT DEPOSIT SLIP

PROCEDURE	KEYPOINTS
	demonstrate each step on the black board or on actual deposit slips the overhead projector can also be used very effectively.
B. Total from other side	B. Used when you are depositing more checks than you have space to list on the front of your deposit slip. List those checks that you can on the front and the remaining checks on the back of the deposit slip.
 FIRST SECURITY BANK OF IDAHO NATIONAL ASSOCIATION SAVINGS ACCOUNT DEPOSIT DATE ________ 19 ____ ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS FOR DEPOSIT TO THE ACCOUNT OF CURRENCY COIN CHECKS TOTAL LESS CASH RECEIVED NET DEPOSIT ⑆5544-3300⑆	Point out that the cent figure is written in one large column and the dollar figures are written separately in the smaller columns. Checks on the back are totaled and the sum placed in the "total from other side" slot. Utilize a great deal of worksheet repetition and actual practice filling out deposit slips. Have the clients practice filling out a deposit slip using first three checks and then four or more checks where they are required to add the checks on the other side before transferring this total to the front of the deposit slip.
C. Total	C. Adding together the coin, currency and checks on the front, as well as the checks listed on the back.
D. Less cash received	D. Cash you want to keep. Stress that this is money they want "on hand". The teller will give them the amount of money they have written down. Utilize worksheets and deposit slips. Emphasize that when the individuals are receiving cash back they must sign the deposit slip in the designated area.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.3

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT DEPOSIT SLIP

PROCEDURE	KEYPOINTS
E. Net deposit	**E. The amount of money you deposit minus the cash you are receiving back.** Clients will subtract the cash they want to keep from the total deposit. Utilize worksheets and deposit slips.
F. Practice filling out deposit slips.	**F. These steps should be followed:** **1. Three or more checks** a. Client is to write out a deposit slip for three or more checks. Emphasize writing the extra check (s) on the back of the slip, adding them and bringing the total to the front side as well as filling in the required slots on the front side of the deposit slip. b. Role play with instructor as bank teller. The client will be given the necessary information to be placed on the deposit slip. **2. One or two checks; receiving cash back** a. Repeat activities outlined above. **3. Two checks and currency only** a. Repeat activities outlined above. **4. Two checks, coin and currency** a. Repeat activities outlined above. **5. Three or more checks; coin and currency** a. Repeat activities outlined above. If the clients have an adequate understanding of checks and deposit slips yet cannot fill out a deposit slip independently instruct them to take the money and a deposit slip to the bank teller asking the teller for help in filling out the deposit slip.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.3

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT DEPOSIT SLIP

Fill out a savings account deposit slip for depositing two (2) checks; one for $203.56 and one for $196.57. You are also depositing $52.91 in cash ($3.91 of this is coin). What is your net deposit? Your account number is 843 428 5683. Use today's date.

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

SAVINGS ACCOUNT DEPOSIT

DATE ____________________ 19 ____

ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

____
NAME

____
ADDRESS

____
ACKNOWLEDGE RECEIPT OF CASH RETURNED BY SIGNING ABOVE

SD-2 REV. 4-75 6Y

WRITE ACCOUNT NUMBER HERE — —		
CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

⑆5544⑈3300⑆

Fill out a savings account deposit slip for depositing four (4) checks; one for $97.82, one for $56.56, one for $132.58, and one for $16.56. You want to get back $62.00 in cash. What is your net deposit? Your account number is 491 872 4398. Use today's date.

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

SAVINGS ACCOUNT DEPOSIT

DATE ____________________ 19 ____

ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

____
NAME

____
ADDRESS

____
ACKNOWLEDGE RECEIPT OF CASH RETURNED BY SIGNING ABOVE

SD-2 REV. 4-75 6Y

WRITE ACCOUNT NUMBER HERE — —		
CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

⑆5544⑈3300⑆

Fill out a savings account deposit slip for depositing one check for $454.87 and $68.59 in cash ($66.00 of this is currency). What is your net deposit? Your account number is 678 578 4229. Use today's date.

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

SAVINGS ACCOUNT DEPOSIT

DATE ____________________ 19 ____

ALL ITEMS ARE CREDITED SUBJECT TO FINAL COLLECTION AND RECEIPT OF PROCEEDS IN CASH OR SOLVENT CREDITS

FOR DEPOSIT TO THE ACCOUNT OF

____
NAME

____
ADDRESS

____
ACKNOWLEDGE RECEIPT OF CASH RETURNED BY SIGNING ABOVE

SD-2 REV. 4-75 6Y

WRITE ACCOUNT NUMBER HERE — —		
CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

⑆5544⑈3300⑆

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: SAVINGS ACCOUNTS

SKILL AREA NO.: 1.5

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT WITHDRAWAL SLIP

OBJECTIVE NO.: 1.5.4

INSTRUCTIONAL MATERIALS REQUIRED: SAVINGS ACCOUNT WITHDRAWAL SLIPS
WORKSHEETS

PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT THREE WITHDRAWAL SLIPS EACH REQUIRING DIFFERENT INFORMATION ON THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same savings account knowledge and skills.

Structure your teaching in lecture form following the procedural steps outlined below. Each step or withdrawal slip term must be fully understood by individual members of the group before proceeding to the next step or withdrawal slip term.

Discuss terms related to a saving account withdrawal slip. Review each blank until the client can independently give difinitions and/or write the correct response.

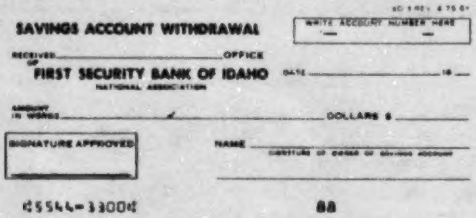
PRE-REQUISITE: Clients should have completed Objectives 1.4.4, 1.4.5, 1.4.6, 1.5.1, 1.5.2, and 1.5.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Date	A. The day you make the withdrawal; month, day and year.
B. Written dollar amount	B. As when writing a check, you must write out in words the amount of money you wish to withdraw.
C. Dollar numbers	C. The amount of money you wish to withdraw from your account.
D. Account number	D. This is to be sure the bank takes money from your savings account. This number is typed on the first page of your pass book.

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.4

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT WITHDRAWAL SLIP

PROCEDURE	KEYPOINTS
E. Signature	E. Sign your name the same way you signed your signature card.
F. Address	F. Your home address.
G. Practice filling out a withdrawal slip.  SAVINGS ACCOUNT WITHDRAWAL WRITE ACCOUNT NUMBER HERE RECEIVED OF ____ OFFICE FIRST SECURITY BANK OF IDAHO NATIONAL ASSOCIATION DATE ____ 19 __ AMOUNT IN WORDS ____ DOLLARS $ ____ SIGNATURE APPROVED NAME ____ SIGNATURE OF OWNER OF SAVINGS ACCOUNT 65544-33004 88	G. The following procedural steps should be followed: 1. Withdrawal slip for $8.00 a. Point out that zero cents is written no/100. b. Utilize workheets and withdrawal slips. 2. Withdrawal slip for $10.53 a. Point out that 53¢ is written 53/100. b. Utilize worksheets and withdrawal slips. 3. Withdrawal slip for $26.48 a. Stress hyphen in dollar word. b. Utilize worksheets and withdrawal slips. 4. Withdrawal slip for $348.16 a. Stress writing hundred and hyphen in dollar word. b. Utilize worksheets and withdrawal slips. Emphasize to clients that if they make a withdrawal, they can get cash or a bank check. If the amount is large, it is a good idea to ask for a check. Stress that the clients must have their passbook in order to withdraw money.

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SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.4

OBJECTIVE: CLIENT FILLS OUT A SAVINGS ACCOUNT WITHDRAWAL SLIP

Fill out a savings account withdrawal slip for withdrawing $38.47. Use today's date. Your account number is 846 732 5986.

SD-3 REV. 4-75 6Y

SAVINGS ACCOUNT WITHDRAWAL

WRITE ACCOUNT NUMBER HERE
— —

RECEIVED OF ______________________ OFFICE

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________________ 19 ___

AMOUNT IN WORDS ______________________ DOLLARS $ __________

SIGNATURE APPROVED

NAME ______________________
SIGNATURE OF OWNER OF SAVINGS ACCOUNT

⑆5544⑈3300⑆ 88

Fill out a savings account withdrawal slip for withdrawing $10.03. Use today's date. Your account is 9876394287.

SD-3 REV. 4-75 6Y

SAVINGS ACCOUNT WITHDRAWAL

WRITE ACCOUNT NUMBER HERE
— —

RECEIVED OF ______________________ OFFICE

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________________ 19 ___

AMOUNT IN WORDS ______________________ DOLLARS $ __________

SIGNATURE APPROVED

NAME ______________________
SIGNATURE OF OWNER OF SAVINGS ACCOUNT

⑆5544⑈3300⑆ 88

Fill out a savings account withdrawal slip for withdrawing $250.98. Use today's date. Your account number is 15783267891.

SD-3 REV. 4-75 6Y

SAVINGS ACCOUNT WITHDRAWAL

WRITE ACCOUNT NUMBER HERE
— —

RECEIVED OF ______________________ OFFICE

FIRST SECURITY BANK OF IDAHO
NATIONAL ASSOCIATION

DATE ______________________ 19 ___

AMOUNT IN WORDS ______________________ DOLLARS $ __________

SIGNATURE APPROVED

NAME ______________________
SIGNATURE OF OWNER OF SAVINGS ACCOUNT

⑆5544⑈3300⑆ 88

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: SAVINGS ACCOUNTS **SKILL AREA NO.:** 1.5

OBJECTIVE: CLIENT OPENS A SAVINGS ACCOUNT INDEPENDENTLY **OBJECTIVE NO.:** 1.5.5

INSTRUCTIONAL MATERIALS REQUIRED: PASSBOOK
SIGNATURE CARDS

PERFORMANCE CRITERIA: CLIENTS WILL GO TO A BANK OR A SAVINGS AND LOAN ASSOCIATION AND INDEPENDENTLY OPEN A SAVINGS ACCOUNT WITHOUT ASSISTANCE. THE CLIENT'S ABILITY TO PERFORM THIS OBJECTIVE WILL BE LEFT UP TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: **Structure your teaching following the procedural steps outlined below. Each step must be fully mastered before preceding to the next step.**

PRE-REQUISITE: Clients should have completed Objectives 1.5.1 through 1.5.4.

REINFORCEMENT: **Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.**

PROCEDURE	**KEYPOINTS**
A. Role playing **1. Given $40, client is to open a savings account.**	**A. Two people are needed; the bank personnel (instructor) and person opening the account (client).** Client sits across the desk from instructor. Some variation of the following conversation should indicate that the client is able to open a savings account unassisted: Instructor: "What type of account are you opening?" Client: "Savings account." Instructor: "Will this be a joint or an individual account?" Client: "Individual." Instructor: "Give the following information for your signature card: your name, address, social security number, business or occupation, business address, place where you were born, mother's maiden name, birth place."

SKILL NO.: 1.5 **OBJECTIVE NO.:** 1.5.5

OBJECTIVE: CLIENT OPENS A SAVINGS ACCOUNT INDEPENDENTLY

PROCEDURE	KEYPOINTS
	Instructor: "What amount do you wish to open your account with?" Client: "$40." Instructor: "Please sign the signature card." Give the client his passbook. Repeat the role playing exercise until the client can go through procedures independently.
B. When the instructor and the clients are able to go together, schedule an appointment with the bank. Inform them of your reason for coming. At the bank, sit with the client giving cues only when an error is made.	
C. Approximately 2 - 3 days later, have the clients return and open an account without assistance from the instructor. During the interim be sure to continue the role playing activities described above.	

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: INCOME TAXES **SKILL AREA NO.:** 1.6

OBJECTIVE: CLIENT DEFINES INCOME TAX RELATED TERMS **OBJECTIVE NO.:** 1.6.1

INSTRUCTIONAL MATERIALS REQUIRED: 1040A
W-2 FORM 40
INCOME TAX WORKSHEETS
W-4 FORM

PERFORMANCE CRITERIA: CLIENTS WILL DEFINE INCOME TAX RELATED TERMS WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS; APPROPRIATE DEFINITIONS WILL BE UP TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same income tax knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each definition or term must be fully understood by individual members of the group before proceeding to the next definition or term. After each definition has been thoroughly discussed during the lecture, have the clients copy the definitions of each term or give them a list of the definitions to study.

PRE-REQUISITE: None required.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients define income tax.	A. Taxes that the state and federal government take from your income each pay period.

Discuss what the taxes are used for, such as:

STATE	FEDERAL
Parks	President's wages
Roads	Legislatures' wages
Education	Housing projects
Wages for those employed by the state.	Social Security
	Medicare

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.1

OBJECTIVE: CLIENT DEFINES INCOME TAX RELATED TERMS

PROCEDURE	KEYPOINTS
B. Clients define a W-4 form.	B. The form you fill out when you start your job.
	Give each client a W-4 form and discuss the questions. Be sure to thoroughly explain exemption or dependent.
C. Exemptions	C. Yourself, your husband or wife, your children. The number of people dependent upon you for a source of income.
	Give all clients a W-4 form, read over and discuss the withholding allowances. Have clients figure their exemptions with instructor's assistance.
D. Clients define F.I.C.A.	D. Money taken out of your check for social security. You will get this money as monthly income after you retire.
	Discuss social security. It is a program, established by the U.S. government, which provides moneys to people after they retire or are disabled and can no longer work. Show an earnings statement pointing out where the F.I.C.A. tax withholding is recorded.
E. Clients define withholding tax.	E. The money taken out of your check each month. You may get part or all of this money back as a refund when you file your income tax return.
	Introduce and discuss a completed 1040A form where a refund is made.
F. Clients define gross earnings.	F. The total amount of money you earn before taxes are taken out.
	Discuss the taxes to be taken out. Figure, with paper and pencil, the net salary in order to distinguish between gross and net.
G. Clients define net earnings.	G. The total amount of money you make after taxes are taken out.
H. Clients define a W-2 form.	H. A statement you get from your employer, at the end of the year, listing your total gross earnings, total federal income tax withheld, total state tax withheld, total FICA tax withheld, and your total net earnings for the year.
	Show and discuss a W-2 form.

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.1

OBJECTIVE: CLIENT DEFINES INCOME TAX RELATED TERMS

PROCEDURE	KEYPOINTS
I. Clients define a refund.	I. Money the government returns to you because they have withheld too much from your pay checks during the year.
J. Clients state the deadline date for filing income tax return.	J. April 15 Emphasize that although the income tax return is filed by April 15th it is for the preceding year from January 1st through December 31st.
K. Clients know the federal income tax forms.	K. 1040 and 1040A Give client a completed 1040 and 1040A form discussing the questions. Point out that the 1040 is known as the long form and the 1040A is known as the short form. As the client will probably not be using the 1040 form it is not necessary to cover it in detail. Discuss in detail what information the client will be required to know on the 1040A form.
L. Idaho State form No. 40	L. Clients know the state income tax form. Give each client a completed 40 form. Discuss each question as it relates to the client. Discuss in detail what information the client will be required to know to complete the form.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: INCOME TAXES

SKILL AREA NO.: 1.6

OBJECTIVE: CLIENT STATES TWO PLACES IN THE COMMUNITY WHERE ASSISTANCE IS AVAILABLE FOR FILLING OUT INCOME TAX RETURNS

OBJECTIVE NO.: 1.6.2

INSTRUCTIONAL MATERIALS REQUIRED: TELEPHONE DIRECTORIES

PERFORMANCE CRITERIA: CLIENTS WILL STATE, WITH 100% ACCURACY, THE NAMES OF TWO FACILITIES WHERE INCOME TAX PREPARATION AID CAN BE OBTAINED.

APPLICATION: Stress to the clients that names, locations and telephone numbers of available tax preparation agencies will always be listed in the yellow pages of a telephone directory.

PRE-REQUISITE: None required.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
Use the telephone directory.	
A. Proper heading to look under	A. Give clients an opportunity to verbalize what they think they should look under before introducing the correct heading.
1. Tax return preparation	1. Write on the black board or use an overhead projector. To help the clients to remember the heading emplasize that they are filing their income tax forms in order to get money back or returned because they have paid in too much tax on their pay checks. Therefore, they want to prepare for a tax return. For this reason they look under "Tax Return Preparation".

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.2

OBJECTIVE: CLIENT STATES TWO PLACES IN THE COMMUNITY WHERE ASSISTANCE IS AVAILABLE FOR FILLING OUT INCOME TAX RETURNS

PROCEDURE	KEYPOINTS
B. List names, address and telephone number of tax preparation agencies.	B. Clients will find agencies with Tax Return Preparation either listed on the board or on a paper in front of client.
1. Finding information	1. Clients will find agencies in the directory with Tax Preparation either listed on the board or on paper in front of client.
2. Recording necessary data; telephone number, address and name of agency.	2. This will serve to assist the clients in the learning process as well as insure the instructor that they are able to obtain information from the directory.
a. Discuss	a. Clients in groups b. Then clients with the instructor
C. Selection of an agency	C. To give clients practice in the decision they will have to make independently.
1. Independently find agency listings.	1. Clients must know to look under Tax Return Preparation.
2. Choose agency writing down necessary data.	2. Clients must know that the necessary data is name, address and telephone number.

COURSE TITLE: MONEY HANDLING

TRAINING SEQUENCE

SKILL AREA: INCOME TAXES

SKILL AREA NO.: 1.6

OBJECTIVE: CLIENT FILLS OUT A W-4 FORM

OBJECTIVE NO.: 1.6.3

INSTRUCTIONAL MATERIALS REQUIRED: W-4 FORM

PERFORMANCE CRITERIA: CLIENTS WILL FILL OUT A W-4 FORM THREE TIMES ON THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best sized group to work with would be three to five individuals.

PRE-REQUISITE: Clients should have completed Objective 1.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Withholding allowances	
1. Discuss allowances a through k with with client.	
2. Figure each clients withholding allowances.	
B. Clients will print their full names.	B. How you sign your checks.
C. Clients will print their home addresses.	C. The city, state and zip code where you live.
D. Clients will write their social security numbers.	D. Be sure the clients either know their social security number or carry their card with them at all times.
E. Clients will understand marital status terms of married and single.	E. Most clients should have no difficulty with this but be sure to go over it thoroughly during your training.

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.3

OBJECTIVE: CLIENT FILLS OUT A W-4 FORM

PROCEDURE	KEYPOINTS
F. Clients will transfer total allowances from worksheet to certificate.	F. The worksheet is the top part of the form and should be kept for future reference.
G. Clients will sign their signature.	G. Your full name in writing. Stress to write, not print.
H, Date	H. The day, month and year that the form is completed.
I. Practice filling out a W-4 form.	I. Have the clients repeat the process of filling out a W-4 form until they can do so independently.

COURSE TITLE: MONEY HANDLING **TRAINING SEQUENCE**

SKILL AREA: INCOME TAXES **SKILL AREA NO.:** 1.6

OBJECTIVE: CLIENT STATES INFORMATION NECESSARY TO PREPARE A FEDERAL 1040A INCOME TAX RETURN FORM AND A FORM 40 IDAHO STATE INCOME TAX RETURN FORM **OBJECTIVE NO.:** 1.6.4

INSTRUCTIONAL MATERIALS REQUIRED: FORM 1040A FEDERAL INCOME TAX RETURN FORM
W-2 FORM FORM 40 IDAHO INCOME TAX RETURN FORM

PERFORMANCE CRITERIA: CLIENTS WILL PRESENT AND/OR STATE THE NECESSARY INFORMATION TO PREPARE FORMS 40 AND 1040A WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same income tax knowledge and skills.
Structure your teaching in lecture form following the procedural steps outlined below. Each term must be fully understood by individual members of the group before proceeding to the next term.
Discuss terms related to a 1040A form and a Form 40. Review each blank until the client can independently give definition and/or write the correct response.
After each step has been thoroughly discussed during the lecture, have clients role play filling out a Form 1040A and a Form 40. Someone should play as the Tax Preparation Agent and ask client to give him the required information.

PRE-REQUISITE: Clients should have completed Objectives 1.6.1, 1.6.2, and 1.6.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	As clients will most likely not be itemizing their deductions; it is not necessary to study the Form 1040 in depth.
A. Name and address	A. Your full name; your street address, including apartment number if you have one; city you live in; state you live in and your zip code.

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.4

OBJECTIVE: CLIENT STATES INFORMATION NECESSARY TO PREPARE A FEDERAL 1040A INCOME TAX RETURN FORM AND A FORM 40 IDAHO STATE INCOME TAX RETURN FORM

PROCEDURE	KEYPOINTS
B. Social security number	B. If you are married, you will need to know your spouse's number also.
C. Occupation	C. The type of work you do. If you are married, you will need to know your spouse's occupation also.
D. Filing status	D. Your tax rate and your standard deduction depend on the box you check.
1. Single	1. (a) you are not married, or (b) you are divorced or have a separate maintenance decree.
2. Married filing joint return	2. (a) married, even if you were not married for the whole year.
3. Married filing separately	3. You want to file separate returns because you want to be responsible for your own tax and to receive your own refund, if any.
4. Unmarried head of household	4. You are divorced or legally separated and (1) live at home and support your mother and/or father, (2) you pay more than half the cost of keeping up the home where you, your child, and other dependents live.
E. Exemptions	
1. Yourself	1. You can always claim one exemption for yourself, even if you were the dependent of someone else.
2. Your spouse	2. You claim an exemption for your spouse if you are filing a joint return.
3. First name of dependent children who lived with you.	3. You claim your child or children as an exemption. The support can be from either spouse if they are filing a joint return. The parent who has custody of the dependent for the greater part of the year can take the exemption for children of divorced or separated parents.
4. Age 65 or older	4. You can take extra exemptions for age 65 or over for yourself and your spouse.
5. Blindness	5. You can take extra exemptions for blindness for yourself and your spouse. a. If completely blind, you will need a statement to this effect to attach to your 1040A.

OBJECTIVE: CLIENT STATES INFORMATION NECESSARY TO PREPARE A FEDERAL 1040A INCOME TAX RETURN FORM AND A FORM 40 IDAHO STATE INCOME TAX RETURN FORM

PROCEDURE	KEYPOINTS
	b. If partially blind, you will need a statement from your eye physician or optometrist.
F. Other dependents	F. You can take an exemption for anyone in the family who: a) made less than $750.00 income. b) received over half of their support from you.
1. Relationship	1. Relationship to you (or your spouse if you are filing jointly) in one of the following ways: Child Stepchild Mother Father Grandparent Brother Sister Grandchild Stepbrother (if related by blood) Uncle Aunt Stepsister Stepmother Stepfather Mother-in-law Father-in-law Brother-in-law Sister-in-law Daughter-in-law Son-in-law Nephew Niece
2. Months lived in your home if born or died during the year write B.D.	2. You can take a full exemption of $750.00 for a child who was born or died during the year. This means that a baby born alive but who lived only a few minutes can be claimed as a dependent.
G. Presidential election campaign fund	G. You may designate $1.00 of your tax to be given to the P.E.C. Fund. If you file jointly, the choice is available to both spouses. Both may choose to donate for a total of $2.00. Both may choose not to donate. One may choose to donate, the other may not. If you donate, it will not increase your tax or reduce your refund.
H. Wages, salaries, tips, and other employee compensation	H. Your total wages will be on your W-2 form. If all your tips are not shown on your W-2, add these in or estimate. For a joint return combine the total for you and your spouse.
I. Interest Income	I. Show all the interest you received or that was credited to your account by banks, savings and loan associations, credit unions, and other. Include interest on tax refunds.

SKILL NO.: 1.6 **OBJECTIVE NO.:** 1.6.4

OBJECTIVE: CLIENT STATES INFORMATION NECESSARY TO PREPARE A FEDERAL 1040A INCOME TAX RETURN FORM AND A FORM 40 IDAHO STATE INCOME TAX RETURN FORM

PROCEDURE	KEYPOINTS
J. Completing your return	J. Sign and date your return and make sure the preparer sign it. Both you and your spouse must sign a joint return.

The following steps should be followed when implementing role playing: The clients will,

1. Choose a tax preparation agency
    a. Use the telephone directory.
    b. Write down agency's name, address, and telephone number.
2. Call agency to make an appointment.
    a. Give their name and state their reason for calling.
    b. Agree upon a day and time, writing it down so as not to forget.
3 Meet for appointment
    a. If clients plan to walk, they should:
        1) Look on the map at the back of the telephone book to be sure of the agency's location.
        2) Decide on the time to leave for their appointment allowing marginal time for the distance they will be walking.
    b. If clients are to take a cab, they should:
        1) Call the cab company giving their name, address, and phone number and the time they want to be picked up. Clients should leave 15 to 20 minutes before their scheduled appointment.

Stress to the clients that they must have their Form W-2 when they meet with the tax preparation agent, and an interest statement form the bank.

If they lose a Form W-2, they should ask their employer for a new one. If their employer does not give them a Form W-2 by January 31, or if the one they have is not correct, they should contact their employer as soon as possible. Only their employer can issue their W-2 or correct it. If they are unable to secure Form W-2 from their employer by February 15, they should contact an Internal Revenue Service office.

SKILL AREA NO. 2

COOKING

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: NUTRITION **SKILL AREA NO.:** 2.1

OBJECTIVE: CLIENT KNOWS THE BASIC FOUR FOOD GROUPS **OBJECTIVE NO.:** 2.1.1

INSTRUCTIONAL MATERIALS REQUIRED: BASIC FOUR WALL CHART

FOOD CARTONS	FOOD EXAMPLES	MAGAZINES
FOOD CHARTS	FOOD MODELS	PICTURES OF VARIOUS FOOD ITEMS

PERFORMANCE CRITERIA: CLIENT NAMES THE FOUR BASIC FOOD GROUPS AND ONE ITEM FROM EACH GROUP FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: None Required

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Each food group must be fully understood by individual members before proceeding to the next food group. After each food group has been thoroughly discussed during the lecture, have clients copy the definitions of each or give them a list of the definitions to study. Begin the training sequence utilizing one or more of the following visual aides: 1) flannel graph 2) overhead projector 3) grouped pictures to show pictorally the foods included in each group as the instructor lectures.

SKILL NO.: 2.1 **OBJECTIVE NO.: 2.1.1**

OBJECTIVE: CLIENT KNOWS THE BASIC FOUR FOOD GROUPS

PROCEDURE	KEYPOINTS
	Client should be able to name at least three foods from each group.
A. Clients define "Milk Group".	A. Food made from milk; milk, cheese, cottage cheese, ice cream.
B. Clients define "Meat Group".	B. Food that comes from animals; cattle, hogs, sheep, wild game, chickens, turkeys, ducks.
C. Clients define "Fruit and Vegetable Group".	C. Fruits; apples, bananas, peaches, pears, watermelon, cantelope. Vegetables; celery, lettuce, green beans, carrots, corn, onions, potatoes.
D. Clients define "Bread and Cereal Group".	D. Food made with grain and flour; cornflakes, oatmeal, rolls, crackers, spaghetti, pancakes, doughnuts.
E. Clients will place various food pictures into the Basic Four Food Groups.	
1. Place a group of pictures representing each of the Basic Four Food Groups in front of clients. (Have at least three different foods for each group.)	1. Use questions to facilitate understanding. (Why would milk and cottage cheese go in the same group?)
F. Clients will begin a "Basic Four" notebook.	F. For best results use a spiral notebook.
1. In notebook, have clients write and/or place pictures of the Basic Four Food Groups.	
G. Clients will create a Basic Four Food Chart.	G. Explain to client that by placing foods into the basic four food groups we are better able to plan a well balanced meal.
1. Have clients bring pictures of food items to use on their charts.	1. Have clients use the Basic Four Wall Chart as a model.
H. Clients state the Basic Four Food Groups.	H. Milk group, Meat group, Bread and Cereal group, Fruit and Vegetable group.
1. Supply clients with cards having a picture of the different groups with the names written out. Have them match these with pictures of different foods.	1. For best results, have clients work on a one-to-one basis. They are to name each group and several foods from each as the card is presented to them.
2. Have clients name groups, without aid.	

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.1

OBJECTIVE: CLIENT KNOWS THE BASIC FOUR FOOD GROUPS

PROCEDURE	KEYPOINTS
I. Clients will name three food items from each of the Basic Four Food Groups.	
1. Given a list of food products, the clients are instructed to make an imaginary sandwich which contains at least one food item from each group of the Basic Four.	
2. Clients make two different sandwiches which contain at least one item from each group of the Basic Four.	
3. Give a food group, clients will name three food items from each.	MILK GROUP This group includes: 1. Milk 2. Cheese 3. Cottage cheese 4. Ice cream MEAT GROUP This group includes: 1. Meat 2. Fish 3. Poultry 4. Eggs 5. Cheese 6. Dry beans, peas, and nuts FRUIT AND VEGETABLE GROUP This group includes: 1. Dark green vegetables a. Peas b. Green beans c. Celery d. Asparagus e. Lettuce f. Lima beans 2. Yellow vegetables a. Carrots b. Squash c. Corn d. Wax beans e. Onions f. Potatoes g. Sweet potatoes

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.1

OBJECTIVE: CLIENT KNOWS THE BASIC FOUR FOOD GROUPS

PROCEDURE	KEYPOINTS
	3. Fruits a. Apples b. Bananas c. Watermelon d. Canteloupe e. Peaches f. Pears g. Strawberries h. Prunes i. Oranges j. Grapefruit k. Tangerines l. Tomatoes BREAD AND CEREAL GROUP This group includes: 1. Bread 2. Rolls/Buns 3. Muffins 4. Crackers 5. Spaghetti 6. Macaroni 7. Noodles 8. Pancakes 9. Cereals 10. Doughnuts Display each group using a printed group heading with food cartons and food models under each heading.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: NUTRITION **SKILL AREA NO.:** 2.1

OBJECTIVE: CLIENT STATES REASONS FOR EATING WELL BALANCED MEALS **OBJECTIVE NO.:** 2.1.2

INSTRUCTIONAL MATERIALS REQUIRED:
BASIC FOUR WALL CHART
ENERGY CHART
FILM ON NUTRITION
PROJECTOR
SCREEN

PERFORMANCE CRITERIA: CLIENT WILL STATE REASONS FOR EATING WELL BALANCED MEALS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objective 2.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by individual members of the group before proceeding to the next definition.
Before actual training begins, it may prove beneficial to introduce subject matter with a film.	Agencies where films can be obtained: 1) County extention agent 2) Idaho Power Home Economist 3) School Home Economics Department
	Set up charts on posters to demonstrate how food works to make energy.
	Compare the body to a factory--how food goes into the factory and is turned into energy to make various parts work. Then relate to the human body.

SKILL NO.: 2.1 **OBJECTIVE NO.: 2.1.2**

OBJECTIVE: CLIENT STATES REASONS FOR EATING WELL BALANCED MEALS

PROCEDURE	KEYPOINTS
A. Clients define "diet".	A. What we eat and drink to help our bodies grow.
B. Clients define "nutrition".	B. What we eat and what happens to the food we eat. 1. Stress that the body is just like a laboratory. It takes the food and changes it into little pieces so that it can reach every part of the body. Your blood carries these little pieces everywhere: a. To your legs and feet so you can walk and run faster, b. To your arms so you can throw a ball harder, c. To your head so you can think better.
C. Clients define "energy".	C. What the body needs to do work and play.
D. Clients define "good health".	D. The general condition of the body, mind, and spirit.
E. Clients state why we have the Basic Four Food Groups. 1. Have clients make up a sample dinner menu choosing one item from each of the Basic Four Food Groups; discuss each menu in groups.	E. Using the Basic Four Food Groups is the best way to plan a menu. 1. Roast Chicken - Meat Group Milk - Milk group EITHER Green beans - Fruit & Vegetable group OR Sliced tomatoes - Fruit & Vegetable group EITHER Bread - Bread & Cereal group OR Rice-a-roni - Bread & Cereal group
F. Clients state what a balanced diet is. 1. Have clients make up a sample breakfast, selecting one food item from each of the Basic Four Food Groups. Discuss each menu in groups.	F. Eating the appropriate amounts of each type of food. The body needs foods from each group everyday to keep it healthy. 1. Orange Juice - Fruit and Vegetable Group 2. Scrambled Eggs - Meat Group 3. Rice Crispies - Bread and Cereal Group 4. Milk - Milk Group Instructor: A well balanced meal consists of more than one food from each of the Basic Four Food Groups. However, at this time in

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.2

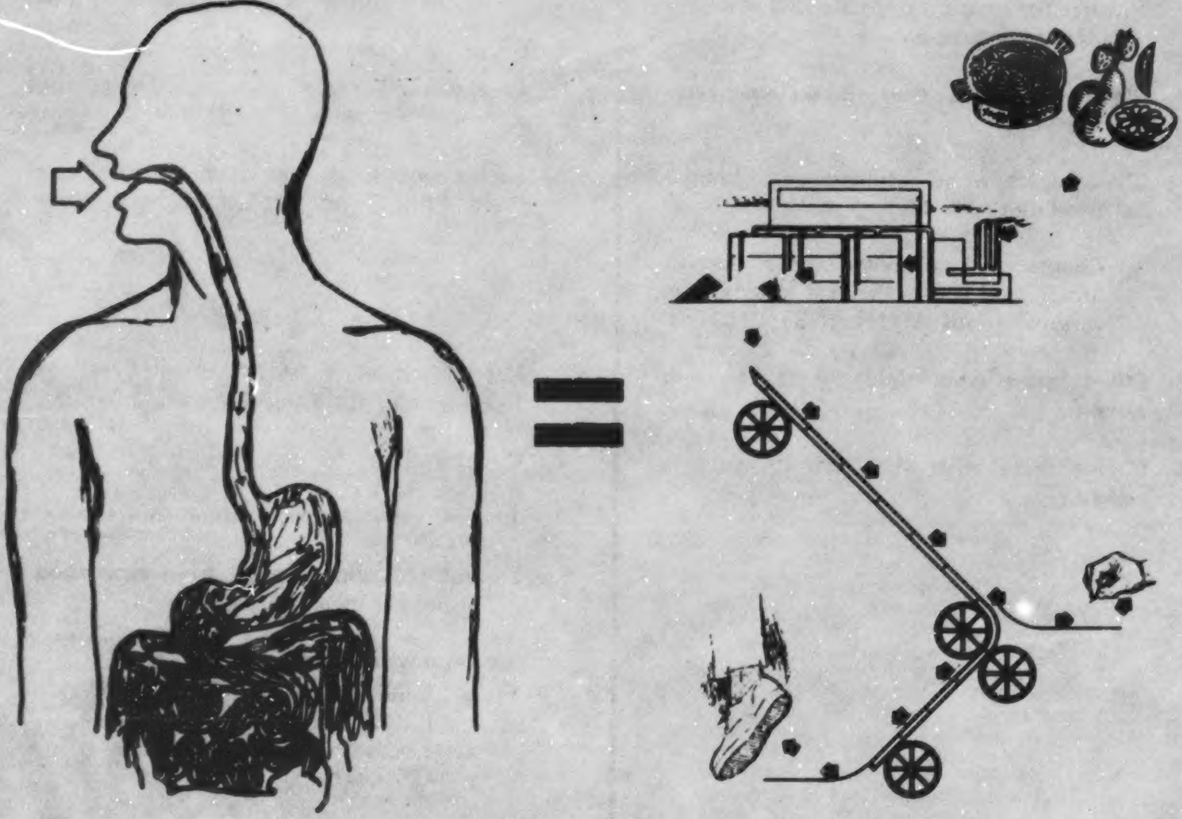
OBJECTIVE: CLIENT STATES REASONS FOR EATING WELL BALANCED MEALS

PROCEDURE	KEYPOINTS
	the training process, the goal is to emphasize that foods are needed from each Group everyday for each meal. The number of servings needed from each Group should be introduced only after clients understand the concept of selecting foods from the Basic Four Food Groups for each meal.
G. Clients state reason for eating well-balanced meals.	G. Not all foods are alike and not all foods do the same thing for everyone. Some foods help bones grow; some make you see better; some give fast energy.
1. Show clients a partial lunch menu. Discuss the food groups utilized. Then have clients select food that will complete the menu.	1. Two hot dogs, without bun - Meat Group Milk - Milk Group
2. Discuss completed menu, finding if it has one food item from each of the Basic Four Food Groups. If not, stress that the menu is not balanced and have clients select again.	2. Two hot dogs - Meat Group with buns - Bread and Cereal Group Milk - Milk Group Apple - Fruit and Vegetable Group
H. Clients state why they should eat breakfast everyday.	H. Breakfast gives the body energy for the mornings' activities.
I. Clients state what is meant by "having a balanced diet each day"	I. Eating one food item from each of the Basic Four Food Groups at least twice a day.
1. Clients make menus for breakfast, lunch, and dinner from a selection of various foods WITH INSTRUCTOR.	
J. Clients state what they can do to gain weight.	J. Eat three meals a day taking extra servings from each of the Basic Four Food Groups.
K. Clients state what they can do to lose weight.	K. Client should: 1. Eat only at meal time; no snacks. 2. Eat only one serving from each food group per meal. 3. Do not eat: a. Candy b. Potato chips c. Fritos d. Cake, etc.

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.2

OBJECTIVE: CLIENT STATES REASONS FOR EATING WELL BALANCED MEALS

PROCEDURE	KEYPOINTS
L. Clients state why daily exercise is important to their health.	L. Exercise helps you to: 1. feel better because it keeps your muscles toned and makes your heart work harder. 2. lose weight and keep a trim figure. 3. keep your body functions working better. (i.e., heart, lungs) Set up a regular time to exercise for approximately 10 minutes each session at least twice a week.



COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: NUTRITION **SKILL AREA NO.:** 2.1

OBJECTIVE: CLIENT KNOWS THE NUMBER OF SERVINGS FROM EACH OF THE BASIC FOUR FOOD GROUPS NEEDED EACH DAY **OBJECTIVE NO.:** 2.1.3

INSTRUCTIONAL MATERIALS REQUIRED: BASIC FOUR NOTEBOOKS
CHARTS
POSTERS
FOOD MODELS
SERVING NUMBER FLASH CARDS

PERFORMANCE CRITERIA: CLIENT WILL STATE THE NUMBER OF SERVINGS FROM THE BASIC FOUR FOOD GROUPS NEEDED EACH DAY WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.1.1 and 2.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Have clients refer to their Basic Four notebook. In the notebook have clients write the number of servings required daily for each of the Basic Four Food Groups when given orally by [illegible]uctor.
A. Clients will verbalize the number of servings needed daily from each of the Basic Four Food Groups.	
1. Supply clients with a set of flash cards having each group of the Basic Four written out, plus the number of servings needed daily.	1. Milk Group - 2 or more
2. Have clients match correct number flash card to the Food Group.	Meat Group - 2 or more

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.3

OBJECTIVE: CLIENT KNOWS THE NUMBER OF SERVINGS FROM EACH OF THE BASIC FOUR FOOD GROUPS NEEDED EACH DAY

PROCEDURE	KEYPOINTS
3. Clients will give number of daily servings when given Food Groups orally by the instructor.	
B. Clients will choose foods for one day's diet that will meet the required number of daily servings.	
1. Give sample menus from restaurants, or give a list of various foods, having the clients select foods for one day's diet	
2. Have clients write a menu for one day.	2. Check for the following: a. One selection from each food group for every meal. b. Meets daily serving requirements. When the above training sequence is completed have the clients keep a record of all the food they eat for three days. Evaluate with the clients by means of the Basic Four. Re-write improved menus for those days that would give the Basic Four requirement. DAILY SERVINGS REQUIREMENTS Milk Group: 2 or more glasses or servings Meat Group: 2 or more servings Vegetables and Fruits: 4 or more servings Breads and Cereals: 4 or more servings

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: NUTRITION **SKILL AREA NO.:** 2.1

OBJECTIVE: CLIENT PLANS BREAKFAST, LUNCH, AND DINNER FOR ONE DAY **OBJECTIVE NO.:** 2.1.4

INSTRUCTIONAL MATERIALS REQUIRED:
BASIC FOUR FOOD GROUP CHART
SNACK FOOD LIST
WORKSHEET OF COMMON SNACKS

PERFORMANCE CRITERIA: CLIENT WILL PLAN A BREAKFAST, LUNCH, AND DI[illegible] MENU FOR THREE CONSECUTIVE DAYS WRITING THREE DI[illegible]FERENT MENUS WITH 100 PERCENT ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.1.1 thru 2.1.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Clients plan a balanced breakfast menu.	A. Stress that the menu must meet the "well balanced" requirement of having one item from each Food Group.
1. Given three choices from each of the Basic Four Food Groups, have clients write a balanced breakfast menu.	
2. Have clients write a breakfast menu independently.	
B. Clients plan a balanced lunch menu.	B. Stress that the menu must meet the "well balanced" requirement of having one item from each Food Group.
1. Given three choices from each of the Basic Four Food Groups, have clients write a balanced lunch menu.	
2. Have clients write a lunch menu independently.	

SKILL NO.: 2.1 **OBJECTIVE NO.: 2.1.4**

OBJECTIVE: CLIENT PLANS BREAKFAST, LUNCH, AND DINNER FOR ONE DAY

PROCEDURE	KEYPOINTS
C. Clients plan a dinner menu.	C. Stress that the menu must meet the "well balanced" requirement of having one item from each Food Group.
1. Given three choices from each of the Basic Four Food Groups, have clients write a balanced dinner menu.	
2. Have clients write a dinner menu independently.	
D. Clients plan balanced menus for one day.	D. Point out that the menu must be well balanced (have one food item from each of the Basic Four Food Groups every meal) as well as meet the required number of servings per day.
1. Given three choices from each of the Basic Four Food Groups, have clients write a balanced menu for one day.	
2. Have clients write a menu for one day independently.	
	The clients should be able to select from the Basic Four Food Groups those snacks which are nutritious. Follow the training sequence below to introduce snacks. Show how snack foods may be selected from the Basic Four Food Groups to complement the day's diet: –Fresh Fruit –Carrot Sticks –Celery sticks filled with Cottage Cheese, Cream Cheese, or Peanut Butter –Green Pepper Rings –Apple and Cheese Cubes –Nuts and Raisins –Peanut Butter and Crackers and a glass of Milk –Yogurt Rich desserts are good in nutrition: –Pies –Puddings –Baked Fruit Desserts –Ice Cream Utilize one or more of the following visual aides: 1. Flannel Graph 2. Overhead Projector 3. Grouped Pictures

SKILL NO.: 2.1 **OBJECTIVE NO.:** 2.1.4

OBJECTIVE: CLIENT PLANS BREAKFAST, LUNCH, AND DINNER FOR ONE DAY

PROCEDURE	KEYPOINTS
E. Clients will choose snacks from the Basic Four Food Groups that are nutritious.	
1. Clients list the snack foods they remember having that day.	1. Review each list with individuals as a group.
2. Discuss the use of snacks in our diets to add nutrition and to meet the daily serving requirements.	2. Stress that if the required number of servings cannot be met in the daily meals, snacks will supply those needed servings.
a. Look at various snack foods listed on a simplified chart and have clients compare their nutritional values.	
b. Using a worksheet with names of common snacks, have clients mark those that are the most nutritious.	
3. Clients list snacks that would be appropriate to good nutrition.	

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: IDENTIFICATION AND USE OF UTENSILS AND APPLIANCES **SKILL AREA NO.:** 2.2

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN APPLIANCES BY NAME AND FUNCTION **OBJECTIVE NO.:** 2.2.1

INSTRUCTIONAL MATERIALS REQUIRED:
MAGAZINE PICTURES
NEWSPAPER PICTURES
OBJECTS LISTED BELOW
PICTURE FLASH CARDS

PERFORMANCE CRITERIA: CLIENT WILL IDENTIFY KITCHEN APPLIANCES BY NAME AND FUNCTION FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: None Required

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	The following training sequence should be used when clients do not have access to actual kitchen appliances. The clients should learn to clearly identify utensils before beginning to prepare food. This can begin by implementing the following: 1. using pictures from magazines or newspapers 2. pictures of stoves, refrigerators, etc., drawn or pasted on flash cards. When shapes and names are learned, the training is changed to identifying and naming the real objects. Then, relate those to the picture cookbook.

SKILL NO.: 2.2 **OBJECTIVE NO.: 2.2.1**

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN APPLIANCES BY NAME AND FUNCTION

PROCEDURE	KEYPOINTS
	Each appliance must be fully understood by individual members of the group before proceding to the next appliance. After each appliance has been thoroughly discussed during the lecture, have the clients copy definitions of each term or give them a list of the definitions to study.
A. Refrigerator	A. For keeping food and other items cool and preventing spoilage.
1. Freezer Compartment	1. Keeps items frozen
B. Range	B. A stove that has an oven and a flat top with coils or racks to hold utensils over flames.
C. Oven	C. Used for baking or heating.
SMALL ELECTRIC APPLIANCES	
D. Electric Skillet	D. Used to fry foods away from the range, i.e. hamburgers, chicken.
E. Perculator	E. Used to make coffee.
F. Toaster	F. Used to toast bread, muffins, pop tarts, etc.
	An additional training sequence may be implemented using flash card pictures of appliances. Have clients present these to one another. As one client holds the card, the other will identify the appliance.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: IDENTIFICATION AND USE OF UTENSILS AND APPLIANCES **SKILL AREA NO.:** 2.2

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN UTENSILS BY NAME AND FUNCTION **OBJECTIVE NO.:** 2.2.2

INSTRUCTIONAL MATERIALS REQUIRED: MAGAZINE PICTURES NEWSPAPER PICTURES OBJECTS LISTED BELOW PICTURE FLASH CARDS

PERFORMANCE CRITERIA: CLIENT IDENTIFIES KITCHEN UTENSILS BY NAME AND FUNCTION THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: None Required

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	The following training sequence should be used when clients do not have access to commonly used kitchen appliances. The clients should learn to clearly identify utensils before beginning to prepare food. This can begin by implementing the following: 1. using pictures from magazines or newspapers. 2. pictures of cups, spoons, pans, etc. drawn or pasted on flash cards. When shapes and names are learned, the training is changed to identifying and naming the real objects presented by the instructor. Then, relate to the picture cookbook.

SKILL NO.: 2.2 **OBJECTIVE NO.:** 2.2.2

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN UTENSILS BY NAME AND FUNCTION

PROCEDURE	KEYPOINTS
	Each utensil must be fully understood by individual members of the group before proceding to the next utensil. After each definition has been thoroughly discussed during the lecture, have clients copy the definitions of each utensil or give them a list of the definitions to study.
A. One-cup liquid measuring cup	A. Used to measure one cup or less of water, milk, or other liquids.
1. 3/4 cup	
2. 1/2 cup	
3. 1/3 cup	
4. 1/4 cup	
B. Two-cup liquid measuring cup	B. Used to measure two cups or less of water, milk, or other liquids.
1. 1 3/4 cup	
2. 1 1/2 cup	
3. 1 1/3 cup	
4. 1 1/4 cup	
C. Measuring spoon set	C. Used for measuring both liquid and dry ingredients such as water, milk, salt, pepper, etc.
1. 1 tablespoon	
2. 1 teaspoon	
3. 1/2 teaspoon	
4. 1/4 teaspoon	
D. Dry ingredient measuring cups	D. Used for measuring dry ingredients as flour, suger, shortening, etc.
1. 1 cup	
2. 3/4 cup	
3. 1/2 cup	
4. 1/3 cup	
5. 1/4 cup	

SKILL NO.: 2.2 **OBJECTIVE NO.: 2.2.2**

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN UTENSILS BY NAME AND FUNCTION

PROCEDURE	KEYPOINTS
E. Four-piece mixing bowl set	E. Used for mixing of various liquid and dry ingredients. The size of bowl you use depends on how many ingredients and how much is used.
1. Small	
2. Medium	
3. Medium-large	
4. Large	
F. Casserole Dishes	F. Used for baking various dishes such as macaroni and cheese, tuna casserole, etc.
1. 1-quart	
2. 2-quart	
3. 3-quart	
G. Aluminum Roasting Pan	G. To roast beef, chicken, etc.
H. 3-quart Oblong Baking Dish	H. To bake brownies, cake, etc.
I. Loaf Pan	I. To bake meatloaf.
J. 12-cake Muffin Tin	J. For baking muffins, cupcakes, cornbread, etc. For best results, use cupcake papers or grease well.
K. No-stick Cookie Sheet	K. Used for baking all types of cookies. Can also be used for toasting bread or muffins in the oven.
L. Pots with Lids	L. Used on top of the stove.
1. 8-quart	1. For corn-on-the-cob
2. 4-quart	2. For green beans
M. 2-quart Sauce Pan	M. Used on top of stove to cook vegetables, heat soups and left-over dishes, hot dogs.
N. Frying Pans	N. Can be used for frying most meats, also used for grilling sandwiches.
1. 10" pan	1. For hamburger, chicken
2. 8" pan	2. For sandwiches, scrambled eggs
O. Two 9" Pie Pans	O. For baking pies, corn bread.
P. Two Round Cake Pans	P. For baking cakes.
Q. Egg Beater	Q. Used for beating eggs, pudding, and whipped cream.

SKILL NO.: 2.2 **OBJECTIVE NO.: 2.2.2**

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN UTENSILS BY NAME AND FUNCTION

PROCEDURE	KEYPOINTS
R. Flour Sifter	R. Used to sift flour and to sift and mix dry ingredients.
S. Rolling Pin	S. Used to roll out dough for cookies or pie crusts.
T. Wooden Spoons	T. Used to mix ingredients together.
U. Whipper	U. Used to beat eggs.
V. Pancake Turner	V. Used to turn foods, like pancakes, in pans and to remove foods from pans.
W. Large Spoons	W. Used to stir mixtures like puddings.
X. Tongs	X. Used to turn foods in pans and lift hot food from pans, i.e. chicken.
Y. Ladle	Y. Used to serve soups and stews.
Z. Fork	Z. Used to turn and to lift food from pans.
AA. Strainer	AA. Used to wash fruits and vegetables and drain macaroni and noodles.
BB. Vegetable Peeler	BB. Used to peel skins from potatoes, carrots, apples.
CC. Large Kitchen Knife	CC. Used to cut and slice foods.
DD. Small Kitchen Knife	DD. Used to cut and slice foods.
EE. Vegetable Shredder	EE. Used to shred vegetables and cheese.
FF. Spatula	FF. Used to scrape food from bowls and dishes.
GG. Jello Mold	GG. Used to set and shape jello.
HH. Cutting Board	HH. Used to cut on when cutting and chopping vegetables and meats.
II. Canisters	II. Used to store dry ingredients such as sugar and flour.
JJ. Glasses	JJ. Used for drinking water, milk, and soda.

SKILL NO.: 2.2 **OBJECTIVE NO.:** 2.1.1

OBJECTIVE: CLIENT IDENTIFIES COMMONLY USED KITCHEN UTENSILS BY NAME AND FUNCTION

PROCEDURE	KEYPOINTS
KK. Silverware	
1. Knives	1. Used to cut food and to butter bread.
2. Forks	2. Used to eat foods like meats and vegetables.
3. Spoons	3. Used to eat soft foods like soups and puddings.
LL. Coffee Cups and Saucers	LL. Used for drinking coffee, tea, or hot chocolate.
	1. Used to serve meals.
	2. Used to serve salads and cake or pie.
	3. Used to serve soup and ice cream.
MM. Dishes	
NN. Water Pitcher	NN. Used to mix juices and Kool Aid, and store in refrigerator.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT DEFINES READING RECIPE TERMS

OBJECTIVE NO.: 2.3.1

INSTRUCTIONAL MATERIALS REQUIRED: LIST OF TERMS
ALL NECESSARY APPLIANCES TO DEMONSTRATE THE RECIPE TERMS.
TWO SETS OF CARDS (ONE WITH TERMS) (ONE WITH DEFINITIONS)

PERFORMANCE CRITERIA: CLIENT WILL DEFINE READING RECIPE TERMS FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.1.1 thru 2.1.4 and Objectives 2.2.1 and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	This section of the curriculum was written to help the instructor and others in the task of teaching handicapped adults to prepare their own meals. Structure your teaching in lecture form following the procedural steps outlined below. Each definition must be fully understood by individual members of the group before proceeding to the next definition. After each definition has been thoroughly discussed during the lecture, have clients copy the definitions of each term or give them a list of the definitions to study. Demonstrate each term as you introduce it to the client; (i. e. boil eggs, chop carrots, etc.)
A. Clients define "bake".	A. To cook by dry heat in an oven.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.1**

OBJECTIVE: CLIENT DEFINES READING RECIPE TERMS

PROCEDURE	KEYPOINTS
B. Clients define "boil".	B. To cook in boiling water or other liquid in which bubbles are breaking on the surface and steam is given off.
C. Clients define "chop".	C. To cut into coarse or find pieces with a sharp knife.
D. Clients define "fry".	D. To cook in small amount of hot fat, (i.e. butter, vegetable oil, margerine.)
E. Clients define "beat".	E. To mix with a vigorous over-and-over motion with a spoon, wire whip, or rotary beater.
F. Clients define "roast".	F. Commonly applies to meats. To cook by dry heat usually in the oven.
G. Clients define "sift".	G. To pass through a sieve or sifter.
H. Clients define "simmer".	H. To cook in liquid just below the boiling point.
I. Clients define "grate".	I. To rub against a grater to tear food into bits or shreds of various size.
J. Clients define "toss".	J. To lightly mix ingredients without mashing them.
K. Clients define "mix".	K. To combine two or more ingredients usually by stirring.
	Have clients make flash cards of the cooking terms using a list as a guide. Have them first practice one-to-one with the instructor then with one another. As one presents the card, the other defines the term. For those clients who can read, have them match the term with the correct meaning as another learning technique.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT CLEANS AND WIPES COUNTER

OBJECTIVE NO.: 2.3.2

INSTRUCTIONAL MATERIALS REQUIRED: DISH CLOTH OR SPONGE
LIQUID DETERGENT
SOAP
TOWEL
VARIOUS ARTICLES TO BE PLACED ON TOP OF COUNTER

PERFORMANCE CRITERIA: CLIENT WILL CLEAR AND WIPE A COUNTER FOR THREE CONSECUTIVE DAYS WITH PROFICIENCY TO BE JUDGED BY INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: None Required

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below.
	The first prerequisite in the kitchen is cleanliness. The clients should always be taught to wash their hands, with soap. The next step is to put on an apron. Then before the food preparation begins, the clients should be taught to always wash the table or counter to be used.
	Discuss with each individual client the need for keeping the work space clean.
	Have clients clean and prepare a counter top for cooking preparations.
	Before training sequence begins, demonstrate to the clients as a group how to clean a counter top, verbalizing each of the procedural steps.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.2

OBJECTIVE: CLIENT CLEANS AND WIPES COUNTER

PROCEDURE	KEYPOINTS
A. Clients will clean counter top.	A. Pertains to papers, pencils, books, etc.
1. Have clients put away all unnecessary items and utensils that may be on top of the counter.	
B. Clients wipe off counter top.	
1. Using a dish cloth or sponge, have clients wipe the counter top, brushing the fine crumbs into the sink and putting the larger objects into the waste basket.	
2. They then rinse out the sink.	
C. Clients fill the sink with water and soap and wipe the counter with the soap solution.	
1. Have clients fill the sink about one-third full with warm water.	1. Substitute a dish pan if necessary.
2. Have clients add a "squirt" of liquid detergent and swirl water with their hands.	
3. Wipe the counter again with a dish cloth or sponge that has been rinsed in the soapy water.	
	Discuss with the clients the need for keeping their work space clean and tidy as they cook, to prevent the spread of germs and disease and foreign particles falling tnto the food. (i.e.: 1. washing dirty dishes and utensils, 2. wiping up spills as they occur.)

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT WASHES DISHES BY HAND

OBJECTIVE NO.: 2.3.3

INSTRUCTIONAL MATERIALS REQUIRED: DISHES, DISH CLOTH, DISH STRAINER, DISH TOWEL, HAND TOWEL, LIQUID DETERGENT, RUBBER GLOVES, SILVERWARE, SCRUB BRUSH, SPONGE

PERFORMANCE CRITERIA: CLIENT WILL WASH DISHES FOR THREE CONSECUTIVE DAYS WITH PROFICIENCY TO BE JUDGED BY INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.2.1, 2.2.2, and 2.3.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching as lecture form, demonstrating each procedure as it is introduced.
A. Clients will name various cleaning products and their places in the food preparation and food service area.	A. Have displays of the products discussed. A bulletin board arrangement with pictures of products and what they are used for will facilitate learning (i.e., sink and Comet).
1. Powdered cleaners - clean kitchen sink	1. Powdered cleaners a. Rinse sink b. Shake cleanser into sink c. Scrub cleanser using cloth or sponge d. Rinse sink

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SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.3

OBJECTIVE: CLIENT WASHES DISHES BY HAND

PROCEDURE	KEYPOINTS
2. All-purpose liquid cleaning agent- stove top, refrigerator, etc. Used in solution with water.	2. All-purpose liquid cleaning agent a. Fill a bucket one-third full of warm water. b. Put one capful of liquid cleaning agent into bucket. c. Mix with hand. d. Use moistened cloth or sponge.
3. Metal pot scratcher - remove burned on food from pots and pans.	3. Stress to client to fill these pots and/or pans with hot water and allow them to soak while washing the dishes.
4. Plastic or cloth scouring pad - used on a teflon coated pan.	4. Stress that these are used so as not to scratch the teflon coating.
5. Steel wool pad with soap - to clean stainless steel pans.	5. The steel wool will make the pots shine.
6. Liquid detergent - best choice for washing dishes by hand.	6. Liquid detergent a. Fill sink or dish pan about half full of hot water. b. Put on rubber gloves. c. Put a "squirt" of liquid detergent into water. d. Mix with hand.
	Have clients use each cleaning agent in an actual situation. Review general dishwashing techniques. Rotate the cooking and dishwashing so that each client will use each type of cleaning agent.
B. Given various cleaning products, the clients will select their answers:	
1. Which of these products would be the best choice for washing dishes by hand?	1. Liquid
2. Which product could be used to remove burned-on food from a stainless steel pan?	2. Metal pot scratcher
3. Which scouring pad would be ~~safe~~ to use on a teflon-coated pan?	3. Plastic or use a cloth
4. Which product would be the easiest and quickest to clean the kitchen sink?	4. Powder cleaner

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.3**

OBJECTIVE: CLIENT WASHES DISHES BY HAND

PROCEDURE	KEYPOINTS
	Teach the following objective, using group instruction of three to five individuals. Show the clients the correct procedure for washing dishes by hand before actual instruction begins.
C. Clients can prepare dishes for washing.	
1. Have clients scrape excess food into a garbage pail.	1. Demonstrate by using a fork or paper towel or a used napkin to scrape dishes.
2. Rinse dishes in warm water, using a sponge or dish cloth.	
3. If necessary, put water in pans to soak.	3. Stress that soaking will make washing easier.
D. Client can stack dishes in the order they are to be washed.	D. Have clients actually line the dishes in order before actual washing takes place
1. Glassware first	1. The glasses are washed first so that there is not any grease in the water to make the shine on the glasses dull.
2. Plates and bowls	
3. Silverware	
4. Pots and pans	
E. Client prepares wash water and rinse water.	E. If two sinks are not available, instruct clients in how to use a dish pan to rinse using the same instructions for washing.
1. First make certain sinks are clean before preparing either wash or rinse water.	
2. Fill the wash water sink about half full of warm water. Using liquid detergent, put a 'squirt' into the water and mix with your hand.	
3. Fill the rinse sink about half full of hot water.	3. Stress that hot water kills germs, rinses the soap off more readily, and hastens the drying process.
F. Client washes dishes.	
1. Put on rubber gloves.	1. Point out that not only will the gloves protect their hands from sharp knives, but will allow them to take the dishes out of the hot rinse water.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.3

OBJECTIVE: CLIENT WASHES DISHES BY HAND

PROCEDURE	KEYPOINTS
2. Wash the dishes in the order they are stacked.	2. You can put the silverware in immediately so they can be soaking to help remove dried on food.
G. Client places dishes in a dish strainer.	
1. Glasses fit on the appendages along the sides.	
2. Begin placing the dishes from the back of the strainer going to the front.	
3. Silverware is placed in the front in a separate strainer or left in the rinse water until the dishes have been dried.	
4. Pots and pans are dried immediately after being washed.	
	Give clients dishes to wash according to the above procedure. It may be best to practice using dishes that have not been dirty before actual washing begins. Dishes may come from a meal prepared in the class kitchen.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT DRIES DISHES

OBJECTIVE NO.: 2.3.4

INSTRUCTIONAL MATERIALS REQUIRED: DISHES, DISH TOWEL, DISH STRAINER, SILVERWARE

PERFORMANCE CRITERIA: CLIENT WILL DRY DISHES FOR THREE CONSECUTIVE DAYS WITH PROFICIENCY TO BE JUDGED BY INSTRUCTOR.

APPLICATION: Teach the following objective using groups of three to five individuals.

PRE-REQUISITE: Clients should have completed Objectives 2.2.1 and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Demonstrate to the clients the correct procedure for drying dishes before actual instruction begins.
A. Client states and demonstrates the two methods of drying.	
1. Air dry	1. Air dry
a. The dishes are left in the strainer until they are dry. A dish towel is laid over the top to protect them from picking up any dirt that might be in the air.	

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SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.4

OBJECTIVE: CLIENT DRIES DISHES

PROCEDURE	KEYPOINTS
2. Towel dry	2. Towel dry
a. Use a clean dish towel.	a. Stress that the silverware should be dried to keep it from water spotting.
b. Dry the dishes in the same order you washed them.	b. Point out to the clients we dry dishes in this order so as not to get any grease on the glasses from the dish towel.
	Give clients dishes to dry according to the above procedure. It may be best to practice using dishes that have not been washed before actual drying begins.
	Dishes may come from a meal prepared in the class kitchen.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT PUTS DISHES AWAY

OBJECTIVE NO.: 2.3.5

INSTRUCTIONAL MATERIALS REQUIRED: DISHES SILVERWARE SILVERWARE TRAY

PERFORMANCE CRITERIA: CLIENT WILL STACK AND PUT DISHES AWAY FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.2.1 and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Stress to be sure dishes are dry before putting them away. Always put the dishes in the same place so you will know where you can find them.
A. Client stacks plates and/or bowls in cupboard with other dishes.	A. Stack dishes by size. Demonstrate, placing the larger plate on the bottom, the larger bowl, etc.
B. Client places glasses into the cupboard with other glasses on the shelf.	
C. Client separates silverware and places in a tray.	
D. Client puts the pots and pans with the other pots and pans.	D. These are usually kept underneath the stove, however, they can be kept in a cupboard near the range.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: MEAL PREPARATION **SKILL AREA NO.:** 2.3

OBJECTIVE: CLIENT SETS TABLE **OBJECTIVE NO.:** 2.3.6

INSTRUCTIONAL MATERIALS REQUIRED: BUTTER DISH, CUPS & SAUCERS, DISHES, GLASSES, NAPKINS, PLACE MATS, PEPPER, SALT, SILVERWARE, SUGAR BOWL, TABLE CLOTH

PERFORMANCE CRITERIA: CLIENT WILL SET TABLE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

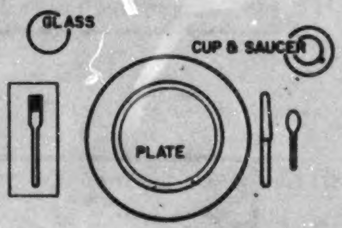
PRE-REQUISITE: Clients should have completed Objectives 2.2.1 and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Have the clients find several pictures of place-settings in magazines. Discuss the above table settings with clients, pointing out the following: 1. Centerpiece 2. Table cover or placemats 3. Placement of silverware 4. Placement of plates 5. Placement of glasses 6. Sugar bowl, butter dish, salt and pepper 7. Napkins–fold by creasing in half Make a bulletin board showing correct placement of tableware in a place setting.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.6

OBJECTIVE: CLIENT SETS TABLE

PROCEDURE	KEYPOINTS
	Demonstrate each step before actual training begins.
A. Client will clean and wipe table.	
1. Use a damp sponge or dish cloth to wipe table.	
B. Client states and/or demonstrates one type of table covering.	B. Show pictures to demonstrate before actually setting a table.
1. Place mats	1. Demonstrate setting a table with place mats.
a. Used for breakfast or lunch.	
C. Client will set a table for two people.	C. The setting should look like this: 
1. Have client practice setting a table using place mats, using a picture for a guide.	1. It may be beneficial to use paper placemats with table settings traced on.
2. Client sets a table without picture or aid.	
D. Special problems encountered by clients:	D. Consider special problems that may be encountered for some clients.
	1. What can be done if there aren't enough plates for everyone. a. Eat in shifts, washing plates. b. Use bowls, saucers, etc.
	2. What can be done if there isn't enough room for everyone to sit at the same table. a. Sit, putting plates on lap b. Two or more people sit in another room
	SPECIAL INTEREST: Demonstrate setting a table using a table cloth. Stress that a table cloth is used for more formal dinners. (i.e., when there is a guest for dinner)

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT DEMONSTRATES GOOD TABLE MANNERS

OBJECTIVE NO.: 2.3.7

INSTRUCTIONAL MATERIALS REQUIRED: BUTTER, FINGER FOODS, MEAT, NAPKIN, PLATE, SOUP, TABLEWARE

PERFORMANCE CRITERIA: CLIENT WILL DISPLAY GOOD TABLE MANNERS FOR THREE CONSECUTIVE DAYS WITH PROFICIENCY TO BE JUDGED BY INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.2.1 and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form, following the procedural steps outlined below. Good manners show our consideration for others. Discuss with the clients the need for and the effect of good table manners. At work, as well as home, we are expected to use good table manners. Demonstrate each step as it is discussed. For each procedural step below, have clients demonstrate before participating in actual meals.
A. The client will demonstrate the correct use of a knife.	

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.7

OBJECTIVE: CLIENT DEMONSTRATES GOOD TABLE MANNERS

PROCEDURE	KEYPOINTS
1. Have client butter a roll, a piece of bread, etc.	1. Have the client practice buttering a roll, piece of bread, etc. a. Butter is placed on plate using knife. b. Butter bread with bread laying on plate or held in other hand.
2. Have client cut a piece of meat.	2. Have client practice cutting a piece of meat. a. Secure meat with fork. b. Slice meat by cutting just in front of knife in a "sawing" motion. Stress to cut meat in bite size portions. c. Place knife on plate and pick up meat with fork.
B. The client will demonstrate the proper use of a fork.	B. Stress that the fork is the main utensil to eat with.
1. Hold fork under hand, not over hand.	
C. The client will demonstrate the proper use of a spoon.	
1. Eating soup	
2. Eating ice cream	
D. The client will demonstrate the proper use of a napkin.	D. Point out to the clients that napkins are used to keep grease from your fingers and various food particles from your clothing.
1. Placing on lap when first sitting down.	
a. Unfold napkin before placing on lap.	
2. Placing back on the table when meal is over.	
a. Fold napkin before placing on the table.	
E. The client will demonstrate the proper manner of passing food.	
1. Pass food in the same direction.	1. Have clients practice passing empty serving bowls, plates, etc.
2. Ask for food to be passed–do not reach across the table.	2. Simulate by having clients practice asking for various dishes, i.e. "Please pass the corn."

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.7

OBJECTIVE: CLIENT DEMONSTRATES GOOD TABLE MANNERS

PROCEDURE	KEYPOINTS
F. Client will demonstrate the correct manner of eating finger foods. 1. Prepare a list of finger foods with clients and review this list.	F. Stress the importance of the napkin when eating finger foods. 1. Chicken 2. Hot dogs 3. Hamburgers 4. Corn-on-the-cob 5. Bread and rolls 6. French fries 7. Onion rings 8. Brownies 9. Cupcakes/muffins 10. Sandwiches
G. Client will demonstrate good eating manners. 1. Do not eat with mouth full. 2. Do not belch at the table. 3. Do not talk with your mouth full. 4. Chew food thoroughly before swallowing.	G. Discuss the table manners listed with clients asking for more suggestions. List these on a blackboard or use an overhead projector.
H. Client will demonstrate the correct manner of sitting at the dinner table. 1. Feet on the floor 2. Elbows off the table 3. Sitting erect in the chair 4. One hand in lap	H. Have clients demonstrate how they sit in a chair to others. Have the others point out their good and bad sitting manners. Be sure to demonstrate good sitting posture as it is first introduced.
	Have the clients help the instructor prepare a wall chart or bulletin board giving do's and don't's for proper table manners. After the procedural steps have been covered, have clients participate in group discussions and practice using the napkin, sitting at the table, passing food at the table and appropriate meal time conversation. SUGGESTED ACTIVITY: Use "glass tapping" at meals to have clients correct one another's poor manners. (If bad manners are observed by the clients, they tap their glasses and remind the offender of their mistake.)

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT STORES, REFRIGERATES, AND FREEZES FOOD APPROPRIATELY

OBJECTIVE NO.: 2.3.8

INSTRUCTIONAL MATERIALS REQUIRED: ALUMINUM FOIL
FROZEN AND PERISHABLE FOOD ITEMS ICE TRAYS PLASTIC BAG
PLASTIC WRAP REFRIGERATOR STAPLES

PERFORMANCE CRITERIA: CLIENT WILL STORE, REFRIGERATE OR FREEZE FOOD ITEMS APPROPRIATELY FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.1.1, 2.2.1, and 2.2.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Before the training sequence begins, discuss and demonstrate the various parts of a refrigerator.
A. Client will state and define the three types of food:	A. Three types of food

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.8**

OBJECTIVE: CLIENT CAN STORE, REFRIGERATE, AND FREEZE FOOD APPROPRIATELY

PROCEDURE	KEYPOINTS
1. Staple	1. Those items needed for the cooking of most foods. a. Salt b. Flour c. Sugar
2. Frozen	2. Those foods that are frozen. a. Juice b. T.V. Dinners c. Vegetables
3. Perishable	3. Foods that spoil rapidly. a. Meat b. Milk c. Cottage Cheese
B. Client will state where the three kinds of food must be stored.	B. Explain the basic reasons why these storage areas are used.
1. Staple--cupboards	1. Does not need to be kept cool.
2. Frozen--freezer in refrigerator	2. Must be kept frozen.
3. Perishables--in the refrigerator	3. Must be kept cool so as not to spoil.
C. Given a food list, client will state where each item should be stored and why.	C. Implement during a shopping trip to the grocery store:
1. Whole, fresh milk	1. Refrigerator
2. Flour	2. Cupboard
3. Eggs	3. Refrigerator
4. Meat, fresh	4. Refrigerator
5. Canned peaches	5. Cupboard
6. Fresh apples	6. Refrigerator
7. Frozen juice	7. Freezer
8. Lettuce	8. Refrigerator
9. Cornflakes	9. Cupboard
10. Canned tuna fish	10. Cupboard
11. Cottage cheese	11. Refrigerator
12. Potatoes	12. Cupboard
13. Coffee	13. Cupboard
14. Frozen vegetables	14. Freezer
15. Saltine crackers	15. Cupboard
16. Fresh carrots	16. Refrigerator.
D. Client will state what care must be given to fresh vegetables before they are stored and where they are stored.	D. Vegetables are washed, scrubbed, and placed in plastic bags in the crisper.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.8

OBJECTIVE: CLIENT STORES, REFRIGERATES, AND FREEZES FOOD APPROPRIATELY

PROCEDURE	KEYPOINTS
1. Using carrots, have the client prepare them for storage. a. Place in plastic bag. b. Put in crisper.	1. Instructor first demonstrates for the group.
E. Client will state why food should be stored as soon as possible when bringing it home from the store.	E. Thoroughly discuss each reason with the clients. 1. To prevent food from spoiling. 2. Prevent staple boxes from being damaged (i.e. corn flakes). 3. Prevent frozen foods from thawing (i.e. ice cream). 4. To prevent breakage (i.e. eggs).
F. Client will define leftovers.	F. Food not eaten at a meal. Discuss with clients asking for examples of what would be a leftover from their various meals.
G. Client will state why cooked leftovers should be stored in the refrigerator.	1. To prevent spoilage. 2. To prevent particles from getting into the food. Show clients a food item that has spoiled due to not being refrigerated. Leave a glass of milk in the classroom over night to show an example of spoilage. Discuss that we cover dishes to prevent air and moisture coming in contact with the food.
H. Client will name the three wrappings used when storing leftovers. 1. Take three different food items and demonstrate each wrapping method. 2. Have client wrap food item with each of the three wrappings.	H. Instructor demonstrates and explains the following: 1. Aluminum foil 2. Plastic wrap 3. Plactic bag Discuss that we cover dishes to prevent air and mositure coming in contact with the food.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.8**

OBJECTIVE: CLIENT CAN STORES, REFRIGERATES, AND FREEZES FOOD APPROPRIATELY

PROCEDURE	KEYPOINTS
I. Client will state the importance of preventing air and moisture contact with stored foods.	I. Bacteria will grow if air and moisture are allowed to come into contact with stored food.
J. Given leftovers, client will state how they should be stored.	J. Discuss and demonstrate to the clients:
1. Two pork chops	1. Wrapped in foil or plastic and placed in refrigerator.
2. Mashed potatoes	2. Cover dish with either wraps and place in refrigerator.
3. Carrot sticks	3. Place in bag and put in crisper.
4. Dinner rolls	4. Place in plastic bag or wrap in foil and put in a dry place.
5. Apple pie	5. Cover with either plastics and put in a dry place.
	Because some clients will not have storage containers at home, give examples of containers from certain food products which may be used. 1. Plastic covered bowls. 2. Coffee cans with plastic covers FOR DRY GOODS ONLY. 3. Plastic and glass jars FOR LIQUIDS ONLY.
K. Client will state where ice cubes are made.	K. In the freezer.
1. Point out where the freezer section is located.	
2. Have client fill ice trays and place in freezer.	
3. Discuss what other foods are kept in the freezer.	3. Other foods that are to be kept in the freezer. a. Frozen juice b. Ice cream c. Frozen meat
L. Given various food items, client will state where they are stored:	L. This exercise is used to re-emphasize previous lessons.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.8**

OBJECTIVE: CLIENT STORES, REFRIGERATES, AND FREEZES FOOD APPROPRIATELY

PROCEDURE	KEYPOINTS
1. Ice cream 2. Lettuce 3. Frozen juice 4. Cooked beef roast 5. Milk 6. Fresh apples 7. Margarine 8. Eggs 9. Uncooked hamburger	
M. Client will demonstrate the steps in cleaning the inside of the refrigerator.	M. Emphasize refrigerator should be cleaned once a month or more if necessary.
1. Prepare refrigerator for cleaning.	
a. Turn refrigerator temperature control to OFF.	
b. Remove food and ice trays.	
c. Remove shelves, trays, crispers.	
2. Make cleaning solution.	
a. Use small bucket half full of hot water.	
b. Put in one-fourth cup of baking soda.	
c. Mix with hand.	
d. Put on rubber gloves.	
3. Clean refrigerator.	3. Self-cleaning refrigerators
a. Client cleans freezer.	a. Stress that if the refrigerator is self-defrosting, it is to be cleaned every six months.
1) Empties freezer.	
2) Places large bowl of hot water in freezer compartment.	
b. Cleans refrigerator using solution.	
1) Wipes sides and trays.	
2) Wipes out crispers.	
3) Wipes cheese and butter trays.	

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.1

OBJECTIVE: CLIENT STORES, REFRIGERATES, AND FREEZES FOOD APPROPRIATELY

PROCEDURE	KEYPOINTS
c. Goes back to freezer.	
1) Wipes out excess ice and water.	
d. Resets temperature control.	
4. Client puts trays, crispers, shelves, ice trays, etc. and food into refrigerator.	

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT USES RANGE CORRECTLY

OBJECTIVE NO.: 2.3.9

INSTRUCTIONAL MATERIALS REQUIRED: BAKING SODA CARDS WITH VARIOUS DEGREES
COLOR CODES FOR SURFACE UNITS AND CONTROLS FLOUR
MINUTE TIMER OVEN POT HOLDERS POTS OF VARIOUS SIZES
RANGE

PERFORMANCE CRITERIA: CLIENT WILL DEMONSTRATE HOW TO USE THE RANGE AND OVEN CORRECTLY FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objective 2.2.1.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form demonstrating each procedural step as it is discussed. If an actual range is not available, refer to a Use and Care Manual for the range. Emphasize to the clients that before a person can use a range, they must know the proper operation methods and safety aspects involved.
A. Client will identify surface unit placement.	A. Utilize the following training sequence:
1. Right front	1. Instructor verbalizes and points to the surface unit.
2. Left front	2. Client points and verbalizes with Instructor.
3. Right rear	3. Client points to surface unit and verbalizes without Instructor.
4. Left rear	

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.9**

OBJECTIVE: CLIENT USES RANGE CORRECTLY

PROCEDURE	KEYPOINTS
	Repeat sequence until clients can identify surface units independently.
B. Client will match control to the surface unit.	B. Utilize the following training sequence: 1. Instructor verbalizes and points to the surface unit and the corresponding control. 2. Client points and verbalizes with Instructor. 3. Client points to surface unit and verbalizes without Instructor. SUGGESTED ACTIVITY: Place a corresponding color next to both the surface unit and the control knob.
C. Client will identify the meanings of the letters (words) on the surface unit controls. 1. Low 2. Medium low 3. Medium 4. Medium high 5. High *Subject to model of range used.	C. Demonstrate the differences in temperature controls by having the clients set each of the surface unit controls at a different setting. Let units heat, making note of the difference in appearance at various settings. Have clients explain the differences with such questions as: Which setting would make water boil fastest? Which setting would be good to just keep food warm? If necessary, some clients may need to experience heating water at different temperatures in order to understand the difference of various range settings.
D. Client will demonstrate and explain the bake control.	D. Used to set the temperature in the oven to bake
1. Client turns control to 200 degrees as Instructor explains that this degree will keep the food warm.	1. 200 degrees--for keeping food warm
2. Have clients:	2. Give client specific settings.
a. set control when given orally by Instructor.	a. 275°
b. set control when reading degrees from a card and given orally.	b. 300°

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.9**

OBJECTIVE: CLIENT USES RANGE CORRECTLY

PROCEDURE	KEYPOINTS
c. set control when reading degrees independently.	c. 350° d. 475°
Use questions such as "How would you turn on the oven to bake cookies at 350 degrees?"	
Use questions such as "How would you turn on the oven to bake cookies at 350 degrees?"	Have clients practice setting the control by using cards and having one or more clients check the setting. Stress to preheat oven before it is to be used. The following training sequence may be utilized for those clients who are functioning at a higher level in terms of cooking skills.
E. Client will demonstrate and explain the broil control.	E. Used to cook a toasted sandwich
1. Have clients:	1. Show a broiler pan.
a. set control when given orally by Instructor.	
b. set control when reading from a card.	
	2. Explain that when baking, the oven door is shut; when broiling it is open just a bit on an electric range and closed on a gas range.
	3. Demonstrate by toasting some bread.
F. Client will demonstrate and explain the different placements of the oven racks.	F. When baking, the rack should be in the center of the oven.
1. Have client remove and place the rack at the different levels.	1. Stress to place the racks BEFORE turning on the oven.
G. Client will demonstrate and explain the use of a minute timer.	G. To be certain the food is cooked the right length of time—so it will not burn
1. Have client set timer:	1. Have clients practice setting timer by reading cards. Have other clients check setting.
a. with Instructor as the time is given orally.	
b. when time is presented on a card and given orally.	Emphasize to turn the timer on after food has been placed on range or in the oven.
c. when reading from a card independently.	

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.9**

OBJECTIVE: CLIENT USES RANGE CORRECTLY

PROCEDURE	KEYPOINTS
H. Client will name safety precautions when using the oven.	H. Demonstrate each precaution.
1. Keep pot handles turned in.	1. To keep from hitting handle and tipping pan off the stove.
2. Set timer.	2. So as not to burn food and start a fire.
3. Keep oven door closed.	3. Objects cannot fall into the oven and burn.
4. Be watchful of hot burners.	4. Can burn hands, forearms, etc.
5. Use hot pads.	5. To keep from burning hands.
a. To pull out rack.	
b. To remove food from oven.	
6. Never place a hot pan on any surface.	6. So as not to burn the surface and start a fire.
I. Client distinguishes the difference in size of the surface units and explains what size pots to use on each.	I. Two larger units and two smaller units—the large pots are used on the larger units and the small pots on the smaller units.
1. Have client place a large pan on the larger unit then on the smaller unit.	1. Emphasize that the pan will heat best on the larger unit.
2. Have client place a small pan on the smaller unit then on the larger unit.	2. Emphasize that the pan will heat better on the smaller unit. If it were on the larger unit there would be a waste of heat.
	ASK: "If you were going to cook green beans in a small pan, which surface unit would be the best to use?"
	ASK: "If you were cooking in a large pan, which surface unit would you use?"
J. Client demonstrates the best place to store pots and pans.	J. Beneath the stove or in a cupboard close to the range
	Have clients prepare a simple baked food such as ready-to-bake refrigerator cookies or a heat-and-serve sweet roll. Have clients use the timer. Contact area appliance stores for possible used ranges.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.9

OBJECTIVE: CLIENT USES RANGE CORRECTLY

PROCEDURE	KEYPOINTS
	It would be beneficial to the clients to discuss what procedures should be followed in case of a grease fire: 1. Pour baking soda or flour directly onto the flame. Point out that this will smother the fire by cutting off the oxygen to the flame. Stress to NEVER throw water onto a grease fire. Introduce and discuss basic First Aid and what can be done for the following: 1. Burns--place immediately into cold water. This can be done by placing the burned area under cold running water, or placing an ice cube wrapped in a cloth on the burned area.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: MEAL PREPARATION **SKILL AREA NO.:** 2.3

OBJECTIVE: CLIENT CLEANS OVEN **OBJECTIVE NO.:** 2.3.10

INSTRUCTIONAL MATERIALS REQUIRED:

	BUCKET	CLEANING PAD
DISH CLOTHS	LIQUID CLEANER	OVEN
RUBBER GLOVES	SPONGES	SPRAY OVEN CLEANER

PERFORMANCE CRITERIA: CLIENT WILL CLEAN AN OVEN FOR THREE CONSECUTIVE DAYS WITH PROFICIENCY TO BE JUDGED BY INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.2.1, 2.3.2, and 2.3.3.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form demonstrating each procedural step as it is discussed. If an actual range is not available, use a picture. Discuss with the clients that the range must be kept clean so it will remain in proper working condition. Stress to clean the range surface after each use. Wipe off range when it cools down with a soapy solution (dishwater).
A. Client will select cleaning products to clean range.	A. Help clients make a brief list of products used in cleaning a range.
1. Discuss and display various cleaning products.	1. SOS pad filled with soap 2. Liquid cleaner 3. Oven cleaner

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.10

OBJECTIVE: CLIENT CLEANS OVEN

PROCEDURE	KEYPOINTS
B. Client will demonstrate steps in cleaning range top.	B. Instructor should demonstrate as each step is introduced.
1. Range: wipe with cloth rinsed in a soapy, warm water solution.	1. Have client fill sink or small bucket partially full of warm water. Add a cap full of liquid cleaner, mixing with hand.
2. Drip pans:	2. Stress wearing rubber gloves.
a. Lift surface unit.	a. Use SOS pad to clean drip pans. If there are particles hard-baked to the pan, stress to soak in hot water for several minutes before cleaning.
b. Remove and clean drip pan.	
c. Replace dry drip pan.	
3. Oven:	
a. Put on rubber gloves.	a. Stress the importance of wearing rubber gloves.
b. Remove racks.	b. Spray with oven cleaner and let stand while cleaning oven.
c. Remove burnt particles from inside oven.	c. Use damp cloth.
d. Apply oven cleaner spray.	d. Before applying, read and discuss directions with clients.
e. Clean oven racks.	
f. Clean oven.	f. Have clients lift lower oven element for cleaning purposes.
g. Replace racks.	Emphasize to clean the oven and range top at least once a month.
4. Client will show steps in cleaning a range top and an oven independently.	Stress to clients that if the outside of the range feels warm to the touch, it would be best to wipe up any spills with a slightly damp cloth rather than a wet sponge. A wet sponge may cause the clients to be shocked.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT DEMONSTRATES PROPER GARBAGE DISPOSAL TECHNIQUES

OBJECTIVE NO.: 2.3.11

INSTRUCTIONAL MATERIALS REQUIRED:

- FATTY WASTES
- LIQUID DETERGENT
- LIQUID WASTES
- METAL CONTAINERS
- NAPKINS
- NEWSPAPERS
- OLD TOWEL
- PAPER
- PAPER BAG
- PAPER TOWELS
- PLASTIC
- PLASTIC BAGS
- PLASTIC GARBAGE BAGS
- RAG
- SPONGE
- SPRAY DISINFECTANT
- STANDARD HOUSEHOLD GARBAGE DISPENSER
- VARIOUS MOIST WASTES

PERFORMANCE CRITERIA: CLIENT WILL PREPARE WASTE MATERIALS AND CLEAN A GARBAGE DISPENSER FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.2 and 2.3.3.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form demonstrating each procedure as it is introduced.
A. Client will demonstrate what must be done to keep garbage recepticles clean and sanitary.	
1. Using a standard household garbage can, have the client wash it.	1. Wash garbage can out with soap and warm water once a week.
a. Place empty garbage can into kitchen sink.	
b. Fill can one-third full of warm water.	
c. Add a 'squirt' of liquid detergent and mix with hand.	

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.11**

OBJECTIVE: CLIENT DEMONSTRATES PROPER GARBAGE DISPOSAL TECHNIQUES

PROCEDURE	KEYPOINTS
d. Use sponge or rag to clean inside of can.	
e. Pour out solution and rinse with cold water.	
f. Dry with an old cloth or paper towels.	f. Stress to be certain the can is completely dry or germs will grow due to the dampness.
2. Have client put a plastic bag into the garbage can.	2. Use garbage bags in the can at all times. Demonstrate and discuss the three sizes of garbage bags:
a. Remove bag from package placing it into garbage can.	lawn bag garbage can waste paper basket
b. Secure bag to edges of can.	
c. Replace top, if any.	
3. Have client spray inside of garbage can with disinfectant.	3. After washing and when changing garbage bags, spray can with disinfectant. Read over the instructions for use with the clients. Discuss how it should be used and how often.
4. Client will correctly clean, disinfect and line a garbage can with a plastic bag.	
B. Client will demonstrate how to prepare waste materials before placing them into a garbage can.	B. Discuss with clients that waste materials should be wrapped in paper before putting into the garbage can. Show examples of wrapping paper (i.e. paper towel, napkin, newspaper, paper bag, plastic bag).
1. Moist wastes--have client prepare for the garbage can by wrapping in paper or placing in plastic bag.	1. Coffee grounds potato peelings egg shells
2. Liquid wastes--have client prepare for the garbage can by wrapping in paper or placing in plastic bag.	2. Creamed peas Gravy
3. Fatty wastes--have client prepare for the garbage can by wrapping in paper or placing in plastic bag.	3. Grease
4. Containers	4. How to dispose of containers:
a. Plastic	a. If empty, place in garbage can. If there is some liquid in the container, cover by stuffing paper into the opening and then place in garbage can.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.11**

OBJECTIVE: CLIENT DEMONSTRATES PROPER GARBAGE DISPOSAL TECHNIQUES

PROCEDURE	KEYPOINTS
b. Heavy paper	b. Fold and place in garbage can.
c. Metal	c. Check to be sure there is nothing on the can that would cut or puncture the hand.
5. Given various waste materials, client will prepare them to be put into the garbage can. a. Egg shells b. Potato peelings c. Small tin can d. Orange peeling e. Corn cob f. Peach pits g. Lettuce scraps h. Coffee grounds i. Toast j. Small chicken bones	5. Any of the methods discussed will suffice.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: MEAL PREPARATION **SKILL AREA NO.:** 2.3

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE NO MIXING **OBJECTIVE NO.:** 2.3.12

INSTRUCTIONAL MATERIALS REQUIRED: APRON FINGER NAIL FILE
HAIR BRUSH AND COMB HAIR NET OR PINS HAND SOAP HAND TOWEL
HARD SCRUB BRUSH REFER TO THE COOKBOOK FOR THOSE ITEMS NEEDED TO PREPARE THE VARIOUS COOKING LESSONS

PERFORMANCE CRITERIA: CLIENT CAN PREPARE FOODS WHICH REQUIRE NO MIXING WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.11.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	It is of importance to remember that the mentally handicapped adult can easily become confused. Therefore, our goal is to teach them to prepare a few basic, nutritious food items, not complicated meals. This section was written to be implemented under close supervision until cooking skills are mastered. Structure your teaching in lecture form following the procedural steps outlined below. Discuss with the clients personal cleanliness with regard to food preparation and service.. Point out the areas in personal cleanliness that need to be checked everyday before cooking. Demonstrate each with clients as models.
A. Client states the four areas of cleanliness.	A. Prepare a kitchen cleanliness checklist with client. Use it everyday before cooking related activities.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.12**

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE NO MIXING

PROCEDURE	KEYPOINTS
1. Hair--neatly combed, secured away from forehead with pins or net. Shoulders brushed clean.	1. What can you do to be sure your hair is not in the way while you cook?
2. Hands/Nails--hands scrubbed to mid-fore arm. Knuckles clean. Nails shaped. Nail polish, if any, in good repair.	2. Often while cooking hands touch the food. What should you do to be sure your hands are clean enough to touch the food?
3. Apron--clean.	3. What can you do to keep your clothing clean while you cook?
4. General health--good.	4. In cooking, what should you do if you have: a. A bad cold? 1) Do not breath on the food. b. To sneeze or cough? 1) Turn away from the food; wash hands before touching any food or utensils. c. To blow your nose? 1) Blow away from the food and wash your hands before going back to the kitchen.

Stress the first prerequisite in the kitchen is cleanliness. The clients should always be taught to wash their hands with soap. The next step is to put on an apron. Then, before the food preparation begins, the clients should always wash the table or counter to be used, and wash all fresh vegetables to be used.

STARTING TO COOK

After hands are washed, the aprons are on, and surfaces to be used are clean, the clients should go to the cupboard and/or the refrigerator and find the necessary ingredients. Getting the needed utensils for each recipe also helps the clients learn to follow the recipe completely.

USING THE STOVE

Safety is of primary importance in learning to use the stove. The clients should be thoroughly instructed in turning the stove on and off, in placing pots and pans on the burner, and putting things in the oven and taking them out, long before the actual cooking begins.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.12

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE NO MIXING

PROCEDURE	KEYPOINTS
	The following food items' positions in the training sequence will be left to the individual instructor's discretion. However, it is suggested to begin with these three basic foods.
B. Client will prepare and make coffee in a perculator.	B. Refer to picture cookbook page one.
1. Client states ingredients needed.	1. The Instructor should point to the ingredients when first beginning recipe reading.
2. Client states utensils needed.	2. The Instructor should point to the utensils when beginning recipe reading.
3. Client will verbalize the recipe.	3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.
4. Client will get out those ingredients and utensils needed.	4. Use the recipe as a guide.
5. Client will prepare recipe, independently.	5. The Instructor should intervene only when the client makes an error.
	PRECAUTION: Connect cord to the coffee pot before plugging cord into the outlet.
C. Client will make tea using a tea bag.	C. Refer to picture cookbook page five. implement those procedural steps previously listed.
D. Client will make toast.	D. Refer to picture cookbook page nine. Implement those procedural steps previously listed.
	PRECAUTION: Do not stick any utensils into a toaster unless the cord has first been pulled from the outlet.
	1. Foods prepared in a similar manner: a. Pop Tarts b. Waffles
E. Client will prepare a frozen pizza.	E. Refer to picture cookbook, page eleven.
1. Client states ingredients needed.	1. The Instructor should point to the ingredients when first beginning recipe reading.
2. Client states utensils needed.	2. The Instructor should point to the utensils when beginning recipe reading.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.12**

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE NO MIXING

PROCEDURE	KEYPOINTS
3. Client will verbalize the recipe.	**3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.**
4. Client will get out those ingredients and utensils needed.	**4. Use the recipe as a guide.**
5. Client will prepare recipe, independently.	**5. The Instructor should intervene only when the client makes an error.** PRECAUTIONS: 1) Use hot pads to pull out rack when placing pizza in oven and when oven has been pre-heated. 2) When placing pizza into oven be sure not to touch the racks with hands. 3) Use hot pads to remove pizza from oven being careful when pulling out the rack as well as taking pizza out of the oven.
F. Client will prepare a T.V. dinner.	F. Refer to cookbook page 15. Those procedural steps listed previously should be implemented. PRECAUTIONS: 1) Use hot pads when taking the T.V. dinner from the oven. 2) Be careful not to touch the inside of the oven with the hands or forearm.
G. Client will prepare canned ravioli.	G. Refer to picture cookbook, page 19. Those procedural steps previously listed should be implemented. PRECAUTIONS: 1) Be watchful of the sharp edges on the opened can and can lid. 2) Do not boil the ravioli–it will break the shells. 3) Do not stir the ravioli vigorously–it will break the shells. **1. Foods you prepare in the same manner:** a. Heat-and-serve soups b. Canned spaghetti
H. Client will prepare canned vegetables (corn).	H. Refer to picture cookbook, page 21. Implement procedural steps previously listed.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.12

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE NO MIXING

PROCEDURE	KEYPOINTS
	PRECAUTIONS: 1) Be watchful of sharp edges on the opened can and can lid. 2) Do not boil unless a timer is being used.
I. Client will prepare canned juice.	I. Refer to picture cookbook, page 23. Implement procedural steps previously listed. PRECAUTIONS: 1) Be certain top of can is clean before opening. 2) Shake can before opening. 3) Place can in refrigerator so as not to spoil.
J. Client will prepare fresh fruits prior to eating.	J. Refer to picture cookbook, pages 25 through 30. Implement procedural steps previously listed.
1. Banana	1. Be sure the banana is not bruised.
2. Orange	
3. Grapes	3. Wash before eating.
4. Pear	4. Wash before eating.
5. Apple	5. Wash before eating.
6. Cantaloupe	
	Re-introduce setting the table and good manners by having clients eat what has been prepared. Alternate clients setting the table and cooking.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE MIXING

OBJECTIVE NO.: 2.3.13

INSTRUCTIONAL MATERIALS REQUIRED: ELECTRIC HAND BEATER
FOODS AND UTENSILS PICTURED IN THE PICTURE COOKBOOK UNDER CANNED SOUP, HOT CHOCOLATE, OATMEAL, PUDDING, JELLO, AND LETTUCE SALAD

PERFORMANCE CRITERIA: CLIENT CAN PREPARE FOODS WHICH REQUIRE MIXING WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.12.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	When practicing measurement with liquid ingredients, water is the best thing to use. It may be helpful to add a little food coloring to make the readings of the measuring cup easier. Glass or clear lip measuring cup should be used for liquids. Although a hand mixer is shown in these recipes, there is no reason why an electric mixer cannot be used, if one is available, and if directions for using it are given by the instructor.
A. Client will prepare canned soup.	A. Refer to picture cookbook, page 33. Implement procedural steps previously outlined in objective 2.3.12. PRECAUTIONS: 1) Be watchful of the sharp edges on the opened can and can lid.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.13**

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE MIXING

PROCEDURE	KEYPOINTS
	2) Do not place pot on the stove with the handle facing outward. The handle should be turned inward.
	1. Foods prepared in the same manner.
	a. Any canned soup that requires mixing.
B. Client will prepare a can of frozen juice.	B. Refer to picture cookbook, page 37.
1. Client states ingredients needed.	1. The Instructor should point to the ingredients when first beginning recipe reading.
2. Client states utensils needed.	2. The Instructor should point to the utensils when beginning recipe reading.
3. Client will verbalize the recipe.	3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.
4. Client will get out those ingredients and utensils needed.	4. Use the recipe as a guide.
5. Client will prepare recipe, independently.	5. The Instructor should intervene only when the client makes an error.
	PRECAUTIONS: 1) Be watchful of the sharp edges on the opened can and can lid. 2) Use COLD water. 3) Stir thoroughly to ensure frozen juice has completely dissolved.
C. Client will prepare a cup of hot chocolate.	C. Refer to picture cookbook, page 41. Implement the procedural steps previously listed.
	PRECAUTIONS: 1) Heat the water JUST to boiling to ensure no water is lost due to evaporation. 2) Pour water into cup, away from burners.
	1. Foods prepared in the same manner:
	a. Cup-a-soup
D. Client will prepare packaged instant oatmeal.	D. Refer to picture cookbook, page 45. Implement the procedural steps previously listed.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.13**

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE MIXING

PROCEDURE	KEYPOINTS
	PRECAUTIONS: 1) Heat water JUST to boiling so as not to lose any water due to evaporation. 2) Measure water accurately to ensure desired consistency of oatmeal. More than ¾ cup will make oatmeal runny and less than ¾ cup will make the oatmeal pasty. **1. Foods prepared in the same manner:** a. Any instant breakfast that is packaged or needs to be measured out.
E. Client will prepare pudding.	E. Refer to picture cookbook, page 49. Implement the procedural steps previously listed. PRECAUTIONS: 1) Measure milk accurately. 2) Beat mixture until smooth. 3) Stress to refrigerate. **1. Foods prepared in the same manner:** a. Pie fillings b. Packaged whip
F. Client will prepare jello.	F. Refer to picture cookbook, page 53. Implement the procedural steps previously listed. PRECAUTIONS: 1) Heat water JUST to boiling. 2) Thoroughly mix jello and hot water before adding cold water. 3) Stir cold water and jello mixture. 4) Do not remove jello from the mold until it is firmly set (about 2 hours). 5) When placing mold into the bowl of warm water, COUNT TO 10.
G. Client will make a fruit pie.	G. Refer to picture cookbook, page 57. Implement the procedural steps previously listed. PRECAUTIONS: 1) Fold back edges on pie pan before removing plastic cover so as not to break the crust into pieces. 2) Be watchful of the sharp edges on the opened can and the can lid. 3) Refrigerate one hour before serving.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.13**

OBJECTIVE: CLIENT PREPARES FOODS WHICH REQUIRE MIXING

PROCEDURE	KEYPOINTS
	1. Food that can be prepared in the same manner: a. Pies using pudding for filling.
H. Client will prepare a lettuce salad.	H. Refer to picture cookbook, pages 61 through 73. Implement procedural steps previously listed. PRECAUTIONS:
1. Carrots	1) Peel away from the body. 2) Place carrot on cutting board when chopping. DO NOT hold carrot. 3) When using the grater, place fingers several inches from the end of the vegetable so as not to grate fingers.
2. Onions	4) When peeling the skin away, direct the knife away from the body. 5) Place onion on the cutting board when slicing or chopping. DO NOT HOLD.
3. Celery	6) Place on cutting board to cut, slice, and/or chop.
4. Tomato	7) Place on cutting board to cut and slice.
5. Cauliflower	8) Place on cutting board to chop. DO NOT HOLD.
	Stress to be sure to wash each vegetable before preparations begin.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: MEAL PREPARATION **SKILL AREA NO.:** 2.3

OBJECTIVE: CLIENT BOILS FOOD **OBJECTIVE NO.:** 2.3.14

INSTRUCTIONAL MATERIALS REQUIRED: FOOD ITEMS AND UTENSILS PICTURES IN THE COOKBOOK UNDER WEINERS, FROZEN VEGETABLES, FRESH VEGETABLES, POTATOES, AND CORN-ON-THE-COB

PERFORMANCE CRITERIA: CLIENT CAN BOIL FOODS WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.13.

REINFORCEMENT: Give much praise when the client does a good job. The retarded adult learns better and enjoys the cooking more when the praise is given. Much praise should be given for both work done correctly and for sincere effort.

PROCEDURE	KEYPOINTS
	When boiling food items, adhere to the following procedures. 1) Place food to be boiled into pot. 2) Fill pot with water. 3) Place pot onto range. 4) Boil.
A. Client will boil weiners.	A. Refer to picture cookbook, page 75.
1. Client states ingrediants needed.	1. The Instructor should point to the ingredients when first beginning recipe reading.
2. Client states utensils needed.	2. The Instructor should point to the utensils when beginning recipe reading.
3. Client will verbalize the recipe.	3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.14**

OBJECTIVE: CLIENT BOILS FOOD

PROCEDURE	KEYPOINTS
4. Client will get out those ingredients and utensils needed.	4. Use the recipe as a guide.
5. Client will prepare recipe, independently.	5. The Instructor should intervene only when the client makes an error. PRECAUTION: 1) Turn pot handles toward the back of the range so as not to bump the pot from the range, perhaps burning someone. 2) Set pot down before removing hot dogs.
B. Client will boil frozen vegetables.	B. Refer to picture cookbook, page 77. Implement those procedural steps previously listed. PRECAUTION: 1) Pot handles should be turned towards the back of the range.
C. Client will boil fresh vegetables.	C. Refer to picture cookbook, page 81. Implement those procedural steps previously listed. PRECAUTION: 1) Turn pot handles towards back of range. 2) Do not over-cook. Over boiling removes nutriants.
D. Client will boil potatoes.	D. Refer to picture cookbook, page 85. Implement procedural steps previously listed. PRECAUTION: 1) Peel the potato with hand movements going away from the body. 2) Place potato on cutting board on hard surface when slicing. 3) Pot handles should be turned towards the back of the range.
E. Client will boil corn-on-the-cob.	E. Refer to picture cookbook, page 89. Implement those procedural steps previously listed. PRECAUTION: 1) Pot handle should be turned towards the back of the range. Re-emphasize setting the table and good manners by having clients eat what has been prepared. Alternate clients setting the table and cooking.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.14

OBJECTIVE: CLIENT BOILS FOOD

PROCEDURE	KEYPOINTS
	ACTIVITY SUGGESTIONS: 1) Field Trip: Find food items in the grocery store that can be prepared similarly to those items above. 2) Have clients cut out pictures of food items that can be prepared similarly to those items above. Paste pictures under the appropriate headings of no mixing, mixing, bake, boil, or fry.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT FRIES FOODS

OBJECTIVE NO.: 2.3.15

INSTRUCTIONAL MATERIALS REQUIRED: FOOD ITEMS AND UTENSILS PICTURED IN THE COOKBOOK UNDER HASH BROWNS, CHEESE SANDWICH, HAMBURGER, SCRAMBLED EGGS, FRENCH TOAST, AND PANCAKES

PERFORMANCE CRITERIA: CLIENT CAN FRY FOODS WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.14.

REINFORCEMENT: Give much praise when the client does a good job. The retarded adult learns better and enjoys the cooking more when the praise is given. Much praise should be given for both work done correctly and for sincere effort.

PROCEDURE	KEYPOINTS
	Stress to the clients that when using the electric fry pan, or any electric utensil, the heating element is connected to the pans BEFORE the plug is placed into the outlet. Also, the plug is pulled from the outlet BEFORE disconnecting the heating element from the electric skillet.
A. Client will fry hash browns.	A. Refer to picture cookbook page 93.
1. Client states ingredients needed.	1. The Instructor should point to the ingredients when first beginning recipe reading.
2. Client states utensils needed.	2. The Instructor should point to the utensils when beginning recipe reading.
3. Client will verbalize the recipe.	3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.15**

OBJECTIVE: CLIENT FRIES FOODS

PROCEDURE	KEYPOINTS
4. Client will get out those ingredients and utensils needed.	4. Use the recipe as a guide.
5. Client will prepare recipe, independently.	5. The Instructor should intervene only when the client makes an error. PRECAUTION: 1) To prevent grease or butter from spattering, stress the importance of setting the burner on medium heat.
B. Client will prepare and fry a cheese sandwich.	B. Refer to picture bookbook, page 97. Implement those procedural steps previously listed. 1. Foods prepared in a similar manner: a. Any toasted sandwich
C. Client will prepare and fry a hamburger.	C. Refer to picture cookbook, page 103. Implement those procedural steps previously listed. 1. Foods prepared in a similar manner: a. Sausage
D. Client will prepare and fry scrambled eggs.	D. Refer to picture cookbook, page 107. Implement those procedural steps previously listed.
E. Client will prepare and fry french toast.	E. Refer to picture cookbook, page 111. Implement those procedural steps previously listed. PRECAUTION: 1) Do not allow bread to soak in batter or the bread will become soggy. Merely cover the sides of the bread with batter and immediately place into electric skillet.
F. Client will prepare and fry pancakes.	F. Refer to picture cookbook, page 117. Implement those procedural steps previously listed. PRECAUTION: 1) If necessary, add more oil to the electric skillet to keep pancakes from burning. Re-emphasize setting the table and good manners by having clients eat what has been prepared. Alternate clients setting the table and cooking.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.15

OBJECTIVE: CLIENT FRIES FOODS

PROCEDURE	KEYPOINTS
	ACTIVITY SUGGESTIONS: 1) Field Trip: Find food items in the grocery store that can be prepared similarly to those items above. 2) Have clients cut out pictures of food items that can be prepared similarly to those items above. Paste pictures under the appropriate headings of no mixing, mixing, bake, boil, or fry.

COURSE TITLE: COOKING **TRAINING SEQUENCE**

SKILL AREA: MEAL PREPARATION **SKILL AREA NO.:** 2.3

OBJECTIVE: CLIENT BAKES FOODS **OBJECTIVE NO.:** 2.3.16

INSTRUCTIONAL MATERIALS REQUIRED: FOOD ITEMS AND UTENSILS PICTURED IN THE COOKBOOK UNDER BAKED POTATOES, BROWNIES, CORN BREAD, MACARONI AND CHEESE, CASSEROLE, COOKIES, MEAT LOAF, CHICKEN, AND ROAST

PERFORMANCE CRITERIA: CLIENT CAN BAKE FOODS WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.15.

REINFORCEMENT: Give much praise when the client does a good job. The retarded adult learns better and enjoys the cooking more when the praise is given. Much praise should be given for both work done correctly and for sincere effort.

PROCEDURE	KEYPOINTS
	Level-top, metal or plastic cups with no lip should be used for dry ingredients to make leveling easier with the flat side of a knife.
	The instructor should explain thoroughly when teaching clients to measure brown sugar and shortening. These items must be pressed down tightly into the cup and leveled off with the flat side of a knife. Flour is never to be pressed into the cup or shaken down before leveling.
A. Client will bake potatoes.	A. Refer to picture cookbook, page 123.
1. Client states ingredients needed.	**1. The Instructor should point to the ingredients when first beginning recipe reading.**
2. Client states utensils needed.	**2. The Instructor should point to the utensils when beginning recipe reading.**

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.16

OBJECTIVE: CLIENT BAKES FOOD

PROCEDURE	KEYPOINTS
3. Client will verbalize the recipe.	3. Have client verbalize exactly what steps should be done and in what order to put the recipe together.
4. Client will get out those ingredients and utensils needed.	4. Use the recipe as a guide.
5. Client will prepare recipe, independently.	5. The Instructor should intervene only when the client makes an error. PRECAUTIONS: 1) Wash before baking. 2) Pierce potato with a fork or cut off ends to prevent potato from exploding in the oven. 3) Use hot pads when placing potatoes into or taking out of the oven.
B. Client will prepare and bake biscuits.	B. Refer to picture cookbook, page 127. Implement those procedural steps previously listed. PRECAUTION: 1) Level measuring cup with the flat side of a knife. 2) For smaller biscuits use a teaspoon to measure out batter, for larger biscuits, use a tablespoon. 2) Use hot pads when placing biscuits into or taking them out of the oven.
C. Client will prepare and bake brownies.	C. Refer to picture cookbook, page 133. Implement training sequences previously listed. PRECAUTION: 1) Use hot pads when placing brownies into the oven and removing from the oven. 2) Allow brownies to cool before cutting. 3) Grease pan to ensure easy removal. 1. Foods that can be prepared in the same manner: a. Box cakes.
D. Client will prepare and bake corn bread.	D. Refer to picture cookbook, page 139. Implement those procedural steps previously listed.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.16

OBJECTIVE: CLIENT BAKES FOODS

PROCEDURE	KEYPOINTS
	PRECAUTION: 1) Stir mixture only until lumpy. 2) Fill cupcake liners only ½ full. 3) Use hot pads to pull out oven rack. 4) Use hot pads to put corn bread into the oven and when taking it out of the oven. **1. Foods that can be prepared in the same manner:** a. Cupcakes.
E. Client will prepare and bake macaroni and cheese.	E. Refer to picture cookbook, page 145. Implement those procedural steps previously listed. PRECAUTION: 1) Use hot pads when pulling out the oven rack. 2) Use hot pads when placing macaroni and cheese into the oven and when takit out of the oven. **1. Foods that can be prepared in the same manner:** a. Scalloped potatoes.
F. Client will prepare and bake a casserole.	F. Refer to picture cookbook, page 151. Implement those procedural steps previously listed. PRECAUTION: 1) Water must be boiling before adding noodles. 2) To drain tuna, squeeze contents using lid. 3) Be careful of sharp edges on opened can and on lid. 4) Use hot pads when placing casserole into oven and when taking it out of the oven. **1. Foods prepared in the same manner:** a. Any boxed Stir-and-Serve food. b. Packaged casserole mixes and various meats.
G. Client will prepare and bake a meatloaf.	G. Refer to picture cookbook, page 159. Implement procedural steps previously listed.

PROCEDURE	KEYPOINTS
	PRECAUTION: 1) Bread should be very dry. If not, toast it. 2) Use hot pads to place loaf pan into the oven and to take it out of the oven.
H. Client will prepare and bake chicken.	H. Refer to picture cookbook, page 167. Implement those procedural steps previously listed. PRECAUTION: 1) Chicken should be completely covered with seasoning before removing from bag. 2) Hold bag with both hands when shaking pieces of chicken in seasoning mixture. 3) Use hot pads when placing chicken into the oven or taking it out of the oven. 1. Foods prepared in the same manner: a. Any Shake-and-Bake meat.
I. Client will prepare a roast.	I. Refer to picture cookbook, page 173. Implement those steps previously listed. PRECAUTION: 1) Roast should be placed fat side up to prevent burning. 2) Use hot pads when placing roast into the oven and taking it out of the oven. 3) Remove meat and place on cutting board before slicing. This will prevent spilling grease from the roasting pan. 1. Foods prepared in the same manner: a. Ham. b. Lamb. c. Chicken.
J. Client will prepare and bake cookies.	J. Refer to picture cookbook, page 177. Implement those procedural steps previously listed. PRECAUTION: 1) Measure over waxed paper or newspaper for easier cleanup. 2) Level measuring cups with the flat side of a knife. 3) Level measuring spoons with the flat side of a knife or on the edges of the ingredient containers.

SKILL NO.: 2.3 **OBJECTIVE NO.: 2.3.16**

OBJECTIVE: CLIENT BAKES FOODS

PROCEDURE	KEYPOINTS
	4) Beaters should be positioned down or into the bowl before turning the mixer on. 5) Pull beaters up AFTER mixer has been turned off. 6) Turn mixer off to add ingredients. 7) Use rubber spatula to scrape sides of mixing bowl while blending ingredients. 8) Use wooden spoon to mix batter as flatware will scratch bowls. 9) Use hot pads when placing cookies into oven or taking cookies out. 10) Allow cookies to cool several minutes before removing from cookie sheet or they will crumble. ACTIVITY SUGGESTIONS: 1) Field Trip: Find food items in the grocery store that can be prepared similarly to those items above. 2) Have clients cut out pictures of food items that can be prepared similarly to those items above. Paste pictures under the appropriate headings of no mixing, mixing, bake, boil or fry. Re-emphasize setting the table and good manners by having clients eat what has been prepared. Alternate clients setting the table and cooking.

COURSE TITLE: COOKING

TRAINING SEQUENCE

SKILL AREA: MEAL PREPARATION

SKILL AREA NO.: 2.3

OBJECTIVE: CLIENT PLANS AND PREPARES A COMPLETE MEAL

OBJECTIVE NO.: 2.3.17

INSTRUCTIONAL MATERIALS REQUIRED: LISTS OF FOODS FOR BREAKFAST, LUNCH, AND DINNER ITEMS AND UTENSILS NEEDED TO PREPARE EACH OF THE LISTED FOODS

PERFORMANCE CRITERIA: CLIENT CAN PLAN AND PREPARE A COMPLETE MEAL WITH PROFICIENCY TO BE LEFT TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same cooking knowledge and skills.

PRE-REQUISITE: Clients should have completed Objectives 2.3.1 thru 2.3.16.

REINFORCEMENT: Give much praise when the client does a good job. The retarded adult learns better and enjoys the cooking more when the praise is given. Much praise should be given for both work done correctly and for sincere effort.

PROCEDURE	KEYPOINTS
	Structure your teaching in lecture form following the procedural steps outlined below. Before training sequence begins, review the Basic Four Food Groups.
A. Client will plan a nourishing breakfast.	A. Have clients select foods from the following list.
1. Given a list of foods, client will plan a breakfast menu.	1. Juice 2. Corn 3. Ready-to-eat cereal 4. Citrus fruit 5. Scrambled eggs 6. Toast 7. Pancakes from a mix 8. Pop tarts
B. Client will prepare and serve breakfast menu as planned.	B. Review menu with clients to ensure food items needed are available. If food items are needed, utilize grocery shopping as a supplementary training experience.

SKILL NO.: 2.3 **OBJECTIVE NO.:** 2.3.17

OBJECTIVE: CLIENT PLANS AND PREPARES A COMPLETE MEAL

PROCEDURE	KEYPOINTS
1. Using the planned menu, help client name or list the main ingredients needed to prepare foods for the meal.	
C. Client will plan a nourishing lunch.	C. Have clients select foods from the following list:
1. Given a list of foods, client will plan a lunch menu.	1. Peanut butter sandwich 2. Canned spaghetti 3. Toasted cheese sandwich 4. Lettuce salad 5. Bean salad 6. Canned peaches 7. Pudding 8. Soup 9. Carrot sticks 10. Cookies
D. Client will prepare and serve planned lunch menu.	D. Review menu with clients to ensure food items needed are available. If food items are needed, utilize grocery shopping as a supplementary training experience.
1. Using the planned menu, help client name or list the main ingredients needed or prepare foods for the meal.	
E. Client will plan a nourishing dinner.	E. Have clients select foods from a list similar to the following:
1. Given a list of foods, client will plan a dinner menu.	1. Tossed salad 2. Various bottled salad dressings 3. Hamburger 4. Baked chicken 5. Creamed Corn 6. Jello salad 7. Bread 8. Pizza 9. Green beans 10. Buns 11. Fruit cocktail 12. Meatloaf
F. Client will prepare and serve planned dinner menu.	F. Review menu with clients to ensure food items needed are available. If food items are needed, utilize grocery shopping as a supplementary training experience.
1. Using the planned menu, help client name or list the main ingredients needed to prepare foods for the meal.	
G. Client will plan, prepare, and serve a daily menu without aid.	G. Review menu with clients to ensure food items needed are available. If food items are needed, utilize grocery shopping as a supplementary training experience.

SKILL AREA NO. 3

READING

COURSE TITLE: READING **TRAINING SEQUENCE**

SKILL AREA: ALPHABET **SKILL AREA NO.:** 3.1

OBJECTIVE: CLIENT IDENTIFIES THE LETTERS OF THE ALPHABET **OBJECTIVE NO.:** 3.1.1

INSTRUCTIONAL MATERIALS REQUIRED: ALPHABET WALL CHART, LETTER CARDS, CHALKBOARD, LETTER WORKSHEET

PERFORMANCE CRITERIA: CLIENTS WILL IDENTIFY THE LETTERS OF THE ALPHABET WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of saying the alphabet.

The following training sequence should be adhered to as much as possible when instructing the client to identify the letters of the alphabet. Since uppercase letters seem to be easier for the handicapped adult to identify, it is suggested to first teach the reading and writing of uppercase letters and then the lowercase letters.

PRE-REQUISITE: None Required

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise, such as "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Supply clients with a set of cards having one letter of the alphabet printed on each card. Have the clients use these to make their own set. Have clients work together; one presenting the cards and the other reading.
A. Client identifies the letter A. 1. Instructor verbalizes and writes letter on the chalk board. 2. Have clients match letter as the letter is given verbally by the instructor.	

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.1

OBJECTIVE: CLIENT IDENTIFIES THE LETTERS OF THE ALPHABET

PROCEDURE	KEYPOINTS
3. Have clients find letter when given verbally by instructor.	
4. Have clients read letter without cueing.	
B. Client identifies the letter B.	
1. Instructor verbalizes and writes letter on the chalk board.	
2. Have clients match letter as the letter is given verbally by the instructor.	
3. Have clients find letter when given verbally by instructor.	
4. Have clients read letter without cueing.	
C. Client identifies the letter C.	
1. Instructor verbalizes and writes letter on the chalk board.	
2. Have clients match letter as the letter is given verbally by the instructor.	
3. Have clients find letter when given verbally by the instructor.	
4. Have clients read letter without cueing.	
D. Client identifies the letter D.	
1. Instructor verbalizes and writes letter on the chalk board.	
2. Have clients match letter as the letter is given verbally by the instructor.	
3. Have clients find letter when given verbally by the instructor.	
4. Have clients read letter without cueing.	
E. Client identifies the letters E through Z.	E. Follow the same training sequence outlined above for each letter of the alphabet from E to Z.
F. Clients identify letters A through Z independently.	
1. When letter card is presented by instructor.	
2. From letter sheet where letters A through Z are randomly placed.	

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COURSE TITLE: READING

TRAINING SEQUENCE

SKILL AREA: ALPHABET

SKILL AREA NO.: 3.1

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

OBJECTIVE NO.: 3.1.2

INSTRUCTIONAL MATERIALS REQUIRED: ALPHABET CHART

PERFORMANCE CRITERIA: CLIENTS WILL STATE THE ALPHABET IN SEQUENTIAL ORDER WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: Much repetition will be required, the best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level.

PRE-REQUISITE: Clients should have completed Objective 3.1.1.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	Before beginning instruction, show clients an alphabet chart. Explain that before learning to write words one must know the letters of the alphabet.
A. Clients state the alphabet, A through K in order.	A. The following training sequence should be adhered to as much as possible when instructing the clients to say the alphabet: 1. **States letter "A".** a. Clients state "A" with you. b. Clients state "A" alone. 2. **States letters "A" and "B".** a. Clients state "A" and "B" with you.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE **KEYPOINTS**

b. Clients state "A" and you state "B" with them.

c. Clients state "A" and "B" alone.

3. **States letters "A - B - C".**

   a. Clients state A-B-C with you.

   b. Clients state A; you state B-C with them.

   c. Clients state A-B; you state C with them.

   d. Clients state A-B-C alone.

4. **States letters "A" thru "D".**

   a. Clients state A through D with you.

   b. Clients state A; you state B-C-D with them.

   c. Clients state A-B; you state C-D with them.

   d. Clients state A-B-C; you state D with them.

   e. Clients state A through D alone.

5. **States letters "A" thru "E".**

   a. Clients state A through E with you.

   b. Clients state A-B; you state C-D-E with them.

   c. Clients state A-B-C; you state D-E with them.

   d. Clients state A through D; you state E with them.

   e. Clients state A through E alone.

6. **States letters "A" thru "F".**

   a. Clients state A through F with you.

   b. Clients state A-B-C; you state D-E-F with them.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	c. Clients state A through D; you state E-F with them. d. Clients state A through E; you state F with them. e. Clients state A through F alone. **7. States letters "A" thru "G".** a. Clients state A through G with you. b. Clients state A through D; you state E-F-G with them. c. Clients state A through E; you state F-G with them. d. Clients state A through F; you state G with them. e. Clients state A through G alone. **8. States letters "A" thru "H".** a. Clients state A through H with you. b. Clients state A through E; you state F-G-H with them. c. Clients state A through F; you state G-H with them. d. Clients state A through G; you state H with them. e. Clients state A through H alone. **9. States letters "A" thru "I".** a. Clients state A through I with you. b. Clients state A through F; you state G-H-I with them. c. Clients state A through G; you state H-I with them. d. Clients state A through H; you state I with them. e. Clients state A through I alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	10. States letters "A" thru "J". a. Clients state A through J with you. b. Clients state A through G; you state H-I-J with them. c. Clients state A through H; you state I-J with them. d. Clients state A through I; you state J with them. e. Clients state A through J alone. **11. States letters "A" thru "K".** a. Clients state A through K with you. b. Clients state A through H; you state I-J-K with them. c. Clients state A through I; you state J-K with them. d. Clients state A through J; you state K with them. e. Clients state A through K alone. Pre-Requiste: Before continuing to B, clients must be able to state the alphabet to the letter "K" in order.
B. Clients state the alphabet, L through Z in order.	B. The following training sequence should be adhered to as much as possible when instructing the clients to say the alphabet: **1. States letter "L".** a. Clients state L with you. b. Clients state L alone. **2. States letters "L" and "M".** a. Clients state L and M with you. b. Clients state L ; you state M with them. c. Clients state L and M alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	3. States letters "L - M - N". a. Clients state L-M-N with you. b. Clients state L; you state M-N with them. c. Clients state L-M; you state N with them. d. Clients state L-M-N alone. 4. States letters "L" thru "O". a. Clients state L through O with you. b. Clients state L-M; you state N-O with them. c. Clients state L-M-N; you state O with them. d. Clients state L through O alone. 5. States letters "L" thru "P". a. Clients state L through P with you. b. Clients state L-M; you state N-O-P with them. c. Clients state L-M-N; you state O-P with them. d. Clients state L through O; you state P with them. e. Clients state L through P alone. 6. States letters "L" thru "Q". a. Clients state L through Q with you. b. Clients state L-M-N; you state O-P-Q with them. c. Clients state L through O; you state P-Q with them. d. Clients state L through P; you state Q with them. e. Clients state L through Q alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	7. States letters "L" thru "R". a. Clients state L through R with you. b. Clients state L through O; you state P-Q-R with them. c. Clients state L through P; you state Q-R with them. d. Clients state L through Q: you state R with them. e. Clients states L through R alone. **8. States letters "L" thru "S".** a. Clients state letters L through S with you. b. Clients state L through P; you state Q-R-S with them. c. Clients state L through Q; you state R-S with them. d. Clients state L through R; you state S with them. e. Clients state L through S alone. **9. States letters "L" thru "T".** a. Clients state L through T with you. b. Clients state L through Q; you state R-S-T with them. c. Clients state L through R; you state S-T with them. d. Clients state L through S; you state T with them. e. Clients state L through T alone. **10. States letters "L" thru "U".** a. Clients state L through U with you. b. Clients state L through R; you state S-T-U with them. c. Clients state L through S; you state T-U with them.

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	d. Clients state L through T; you state U with them.
	e. Clients state L through U alone.
	11. States letters "L" thru "V".
	a. Clients state letters L through V with you.
	b. Clients state L through S; you state T-U-V with them.
	c. Clients state L through T; you state U-V with them.
	d. Clients state L through U; you state V with them.
	e. Clients state L through V alone.
	12. States letters "L" thru "W".
	a. Clients state L through W with you.
	b. Clients state L through T; you state U-V-W with them.
	c. Clients state L through U; you state V-W with them.
	d. Clients state L through V; you state W with them.
	e. Clients state L through W alone.
	13. States letters "L" thru "X".
	a. Clients state L through X with you.
	b. Clients state L through U; you state V-W-X with them.
	c. Clients state L through V; you state W-X with them.
	d. Clients state L through W; you state X with them.
	e. Clients state L through X alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.2

OBJECTIVE: CLIENT STATES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	14. States letters "L" thru "Y". a. Clients state L through Y with you. b. Clients state L through V; you state W-X-Y with them. c. Clients state L through W; you state X-Y with them. d. Clients state L through X; you state Y with them. e. Clients state L through Y alone. **15. States letters "L" thru "Z".** a. Clients state L through Z with you. b. Clients state L through W; you state X-Y-Z with them. c. Clients state L through X; you state Y-Z with them. d. Clients state L through Y; you state Z with them. e. Clients state L through Z alone.
C. Clients state the alphabet, A through Z in order. **1. Clients state A through Z with you.** **2. Clients state A through Z alone.**	C. Clients state the alphabet, "A" through "Z" in order.

COURSE TITLE: READING

TRAINING SEQUENCE

SKILL AREA: ALPHABET

SKILL AREA NO.: 3.1

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

OBJECTIVE NO.: 3.1.3

INSTRUCTIONAL MATERIALS REQUIRED:

CHALKBOARD
DOT-TO-DOT SHEETS
TRIANGLE WORKSHEETS
CIRCLE WORKSHEETS
OVERHEAD PROJECTOR

PERFORMANCE CRITERIA: CLIENTS WILL WRITE THE ALPHABET IN SEQUENTIAL ORDER WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same alphabet skills and knowledge.

PRE-REQUISITE: Clients should have completed Objectives 3.1.1 and 3.1.2.

REINFORCEMENT: Each appropriate response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
	For those clients who are experiencing dexterity problems, it is advised to begin instruction by reproducing a circle and a triangle.
A. Clients produce circle without model. **1. Clients reproduce final one-fourth of circle after having been given model of complete circle.** **2. Clients reproduce final one-half of circle after having been given model of complete circle.** **3. Clients reproduce final three-fourths of circle after having been given model of complete circle.** **4. Clients reproduce circle from given model of circle.**	A. Circle should be drawn by having clients start at top of circle and move the pencil counterclockwise. In steps 1 through 3 the clients should be guided along the circle and independently complete that portion specified by the step. Other steps can be added by providing dots to guide the clients should they have problems with the task.

SKILL NO.: 3.1 **OBJECTIVE NO.: 3.1.3**

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
5. Clients produce circle without model.	
B. Clients produce triangles without model.	B. Triangles should be drawn by having clients start at the top of the triangle and move downward making one side. Clients return to the top of triangle and move downward to make the other side. Clients draw a straight line across the bottom to complete the triangle. As uppercase letters seem to be the easiest for the retarded adult to write, it is suggested to begin instruction here.
1. Clients reproduce triangle by completing bottom of equilateral triangle.	
2. Clients reproduce triangle by completing bottom and left side of equilateral triangle after having been given corner dot.	
3. Clients reproduce triangle after having been given corner dots.	
4. Clients reproduce triangle from given model.	
5. Clients reproduce triangle without model.	
	METHOD NO. 1
C. Client writes uppercase letters, A through Z.	C. The following steps apply to all of the training sequences.
1. Clients write uppercase letter A.	1. Steps in writing uppercase letter A. a. Clients complete last one-fourth of letter by tracing dots and following given model. b. Clients complete last one-half of letter by tracing dots and following given model. c. Clients complete last three-fourths of letter by tracing dots and following given model. d. Clients write letter by tracing dots and following given model. e. Clients complete three-fourths of letter by tracing dots and write last one-fourth of letter by following given model. f. Clients complete one-half of letter by tracing dots and write last one-half of letter by following given model.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	g. Clients complete one-fourth of letter by tracing dots and write last three-fourths of letter by following given model.
	h. Clients write letter by following given model.
	i. Clients write letter without model.
2. Clients write uppercase letter B.	
3. Clients write uppercase letter C.	
4. Clients write uppercase letter D.	
5. Clients write uppercase letter E.	
6. Clients write uppercase letter F.	
7. Clients write uppercase letter G.	
8. Clients write uppercase letter H.	
9. Clients write uppercase letter I.	
10. Clients write uppercase letter J.	
11. Clients write uppercase letter K.	
12. Clients write uppercase letter L.	
13. Clients write uppercase letter M.	
14. Clients write uppercase letter N.	
15. Clients write uppercase letter O.	
16. Clients write uppercase letter P.	
17. Clients write uppercase letter Q.	
18. Clients write uppercase letter R.	
19. Clients write uppercase letter S.	
20. Clients write uppercase letter T.	
21. Clients write uppercase letter U.	
22. Clients write uppercase letter V.	
23. Clients write uppercase letter W.	

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
24. Clients write uppercase letter X.	
25. Clients write uppercase letter Y.	
26. Clients write uppercase letter Z.	
D. Clients write uppercase letters A through Z on a line.	D. The following steps apply to each of the training sequences. They are designed to be used with standard primary paper.
1. Clients write uppercase letter A on a line.	1. Steps in writing uppercase letter on a line. a. Clients write uppercase letter on a line from a given model. Bottom of letter touches bottom line. b. Clients write uppercase letter on a line from given model. Top of letter touches top line, and bottom of letter touches bottom line. c. Clients write uppercase letter on a line without model. Top of letter touches top line, and bottom of letter touches bottom line.
2. Clients write uppercase letter B on a line.	
3. Clients write uppercase letter C on a line.	
4. Clients write uppercase letter D on a line.	
5. Clients write uppercase letter E on a line.	
6. Clients write uppercase letter F on a line.	
7. Clients write uppercase letter G on a line.	
8. Clients write uppercase letter H on a line.	
9. Clients write uppercase letter I on a line.	
10. Clients write uppercase letter J on a line.	

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
11. Clients write uppercase letter K on a line.	
12. Clients write uppercase letter L on a line.	
13. Clients write uppercase letter M on a line.	
14. Clients write uppercase letter N on a line.	
15. Clients write uppercase letter O on a line.	
16. Clients write uppercase letter P on a line.	
17. Clients write uppercase letter Q on a line.	
18. Clients write uppercase letter R on a line.	
19. Clients write uppercase letter S on a line.	
20. Clients write uppercase letter T on a line.	
21. Clients write uppercase letter U on a line.	
22. Clients write uppercase letter V on a line.	
23. Clients write uppercase letter W on a line.	
24. Clients write uppercase letter X on a line.	
25. Clients write uppercase letter Y on a line.	
26. Clients write uppercase letter Z on a line.	
	For those clients who are experiencing no dexterity problems, the following method is suggested:

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	METHOD NO. 2
A. Clients write the letter A.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
B. Clients write the letter B.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
C. Clients write the letter C.	1. Instructor verbalizes and write letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
D. Clients write the letter D.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
E. Clients write the letter E.	1. Instructor verbalizes and writes letter on the black board.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
F. Clients write the letter F.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
G. Clients write the letter G.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
H. Clients write the letter H.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
I. Clients write the letter I.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
J. Clients write the letter J.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
K. Clients write the letter K.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
L. Clients write the letter L.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
M. Clients write the letter M.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
N. Clients write the letter N.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
O. Clients write the letter O.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
P. Clients write the letter P.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
Q. Clients write the letter Q.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
R. Clients write the letter R.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
S. Clients write the letter S.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
T. Clients write the letter T.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
U. Clients write the letter U.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
V. Clients write the letter V.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet. 3. Have clients copy letter. 4. Have clients write letter when given orally by instructor.
W. Clients write the letter W.	1. Instructor verbalizes and writes letter on the black board. 2. Have clients trace letter on worksheet.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	3. Have clients copy letter.
	4. Have clients write letter when given orally by instructor.
X. Clients write the letter X.	
	1. Instructor verbalizes and writes letter on the black board.
	2. Have clients trace letter on worksheet.
	3. Have clients copy letter.
	4. Have clients write letter when given orally by instructor.
Y. Clients write the letter Y.	
	1. Instructor verbalizes and writes letter on the black board.
	2. Have clients trace letter on worksheet.
	3. Have clients copy letter.
	4. Have clients write letter when given orally by instructor.
Z. Clients write the letter Z.	
	1. Instructor verbalizes and writes letter on the black board.
	2. Have clients trace letter on worksheet.
	3. Have clients copy letter.
	4. Have clients write letter when given orally by instructor.
	After the clients are able to write the letters of the alphabet, they are ready to be taught sequential order.
E. Client writes the alphabet, A through K, in order.	E. The following training sequence should be adhered to as much as possible when instructing the client to write the alphabet in order:
	1. Clients write letter A.
	a. Clients write A with you.
	b. Clients write A alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	2. Clients write letters A and B.
	a. Clients write A and B with you.
	b. Clients write A; you write B with them.
	c. Clients write A and B alone.
	3. Clients write letters A, B, and C.
	a. Clients write A, B, and C with you.
	b. Clients write A; you write B and C with them.
	c. Clients write A and B; you write C with them.
	d. Clients write A, B, and C alone.
	4. Clients write letters A, B, C, and D.
	a. Clients write A, B, C, and D with you.
	b. Clients write A; you write B, C, and D with them.
	c. Clients write A and B; you write C and D with them.
	d. Clients write A, B, and C; you write D with them.
	e. Clients write A, B, C, and D alone.
	5. Clients write letters A through E.
	a. Clients write A through E with you.
	b. Clients write A and B; you write C, D, and E with them.
	c. Clients write A, B, and C; you write D and E with them.
	d. Clients write A, B, C, and D; you write E with them.
	e. Clients write A through E alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE

KEYPOINTS

6. Clients write letters A through F.
    - a. Clients write A through F with you.
    - b. Clients write A, B, and C; you write D, E, and F with them.
    - c. Clients write A, B, C, and D; you write E and F with them.
    - d. Clients write A through E; you write F with them.
    - e. Clients write A through F alone.
7. Clients write letters A through G.
    - a. Clients write A through G with you.
    - b. Clients write A through D; you write E, F, and G with them.
    - c. Clients write A through E; you write F and G with them.
    - d. Clients write A through F; you write G with them.
    - e. Clients write A through G alone.
8. Clients write letters A through H.
    - a. Clients write A through H with you.
    - b. Clients write A through E; you write F, G, and H with them.
    - c. Clients write A through F; you write G and H with them.
    - d. Clients write A through G; you write H with them.
    - e. Clients write A through H alone.
9. Clients write letters A through I.
    - a. Clients write A through I with you.
    - b. Clients write A through F; you write G, H, and I with them.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	c. Clients write A through G; you write H and I with them. d. Clients write A through H; you write I with them. e. Clients write A through I alone.
	10. Clients write letters A through J. a. Clients write A through J with you. b. Clients write A through G; you write H, I, and J with them. c. Clients write A through H; you write I and J with them. d. Clients write A through I; you write J with them. e. Clients write A through J alone.
	11. Clients write letters A through K. a. Clients write A through K with you. b. Clients write A through H; you write I, J, and K with them. c. Clients write A through I; you write J and K with them. d. Clients write A through J; you write K with them. e. Clients write A through K alone.
	Pre-Requisite: Clients must be able to write the alphabet in sequential order to the letter K.
F. Clients write the alphabet.	F. The following training sequence should be adhered to as much as possible when instructing the client to write the alphabet in order. **1. Clients write the letter L.** a. Clients write L with you. b. Clients write L alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	2. **Clients write the letters L and M.** a. Clients write L and M with you. b. Clients write L; you write M with them. c. Clients write L and M alone. 3. **Clients write the letters L, M, and N.** a. Clients write L, M, and N with you. b. Clients write L; you write M and N with them. c. Clients write L and M; you write N with them. d. Clients write L, M, and N alone. 4. **Clients write the letters L, M, N, and O.** a. Clients write L, M, N, and O with you. b. Clients write L; you write M, N, and O with them. c. Clients write L and M; you write N and O with them. d. Clients write L. M, and N; you write O with them. e. Clients write L, M, N, and O alone. 5. **Clients write the letters L through P.** a. Clients write L through P with you. b. Clients write L and M; you write N, O, and P with them. c. Clients write L, M, and N; you write O and P with them. d. Clients write L, M, N, and O; you write P with them. e. Clients write L through P alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	6. Clients write the letters L through Q. a. Clients write L through Q with you. b. Clients write L, M, and N; you write O, P, and Q with them. c. Clients write L through O; you write P and Q with them. d. Clients write L through P; you write Q with them. e. Clients write L through Q alone. 7. Clients write the letters L through R. a. Clients write L through R with you. b. Clients write L through O; you write P, Q, and R with them. c. Clients write L through P; you write Q and R with them. d. Clients write L through Q; you write R with them. e. Clients write L through R alone. 8. Clients write the letters L through S. a. Clients write L through S with you. b. Clients write L through P; you write Q, R, and S with them. c. Clients write L through Q; you write R and S with them. d. Clients write L through R; you write S with them. e. Clients write L through S alone. 9. Clients write the letters L through T. a. Clients write L through T with you. b. Clients write L through Q; you write R, S, and T with them. c. Clients write L through R; you write S and T with them.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	d. Clients write L through S; you write T with them. e. Clients write L through T alone. 10. Clients write the letters L through U. a. Clients write L through U with you. b. Clients write L through R; you write S, T, and U with them. c. Clients write L through S; you write T and U with them. d. Clients write L through T; you write U with them. e. Clients write L through U alone. 11. Clients write the letters L through V. a. Clients write L through V with you. b. Clients write L through S; you write T, U, and V with them. c. Clients write L through T; you write U and V with them. d. Clients write L through U; you write V with them. e. Clients write L through V alone. 12. Clients write the letters L through W. a. Clients write L through W with them. b. Clients write L through T; you write U, V, and W with them. c. Clients write L through U; you write V and W with them. d. Clients write L through V; you write W with them. e. Clients write L through W alone.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	13. Clients write the letters L through X. a. Clients write L through X with you. b. Clients write L through U; you write V, W, and X with them. c. Clients write L through V; you write W and X with them. d. Clients write L through W; you write X with them. e. Clients write L through X alone. **14. Clients write the letters L through Y.** a. Clients write L through Y with you. b. Clients write L through V; you write W, X, and Y with them. c. Clients write L through W; you write X and Y with them. d. Clients write L through X; you write Y with them. e. Clients write L through Y alone. **15. Clients write the letters L through Z.** a. Clients write L through Z with you. b. Clients write L through W; you write X, Y, and Z with them. c. Clients write L through X, you write Y and Z with them. d. Clients write L through Y; you write Z with them. e. Clients write L through Z alone. When the clients have mastered writing uppercase letters, introduce the lowercase in the same manner. Show a lowercase letter chart.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	METHOD NO. 1
A. Clients write lowercase letters A through Z.	A. The following training sequences apply to each letter.
1. Clients write lowercase letter a.	1. Steps in writing lowercase letters. a. Clients complete last one-fourth of letter by tracing dots from given model. b. Clients complete last one-half of letter by tracing dots from given model. c. Clients complete last three-fourths of letter by tracing dots from given model. d. Clients write letter by tracing dots from given model. e. Clients complete three-fourths of letter by tracing dots and write last one-fourth of letter from given model. f. Clients complete one-half of letter by tracing dots and write last one-half of letter from given model. g. Clients complete one-fourth of letter by tracing dots and write three-fourths of letter from given model. h. Clients write letter from given model. i. Clients write letter without model.
2. Clients write lowercase letter b.	
3. Clients write lowercase letter c.	
4. Clients write lowercase letter d.	
5. Clients write lowercase letter e.	
6. Clients write lowercase letter f.	
7. Clients write lowercase letter g.	
8. Clients write lowercase letter h.	

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
9. Clients write lowercase letter i.	
10. Clients write lowercase letter j.	
11. Clients write lowercase letter k.	
12. Clients write lowercase letter l.	
13. Clients write lowercase letter m.	
14. Clients write lowercase letter n.	
15. Clients write lowercase letter o.	
16. Clients write lowercase letter p.	
17. Clients write lowercase letter q.	
18. Clients write lowercase letter r.	
19. Clients write lowercase letter s.	
20. Clients write lowercase letter t.	
21. Clients write lowercase letter u.	
22. Clients write lowercase letter v.	
23. Clients write lowercase letter w.	
24. Clients write lowercase letter x.	
25. Clients write lowercase letter y.	
26. Clients write lowercase letter z.	
G. Clients write lowercase letters on a line.	G. The following training sequences apply to each letter. They are designed to be used with standard primary paper.
1. Clients write lowercase letter a on a line.	1. Steps in writing lowercase letter on a line.
	a. Clients write lowercase letter on a line following given model. Bottom of letter touches bottom line.
	b. Clients write lowercase letter on a line following given model. Top of letter touches top line and bottom of letter touches bottom line.
	c. Clients write lowercase letter on a line without model. Top of letter

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	touches top line and bottom of letter touches bottom line.
2. Clients write lowercase letter b on a line.	
3. Clients write lowercase letter c on a line.	
4. Clients write lowercase letter d on a line.	
5. Clients write lowercase letter e on a line.	
6. Clients write lowercase letter f on a line.	
7. Clients write lowercase letter g on a line.	
8. Clients write lowercase letter h on a line.	
9. Clients write lowercase letter i on a line.	
10. Clients write lowercase letter j on a line.	
11. Clients write lowercase letter k on a line.	
12. Clients write lowercase letter l on a line.	
13. Clients write lowercase letter m on a line.	
14. Clients write lowercase letter n on a line.	
15. Clients write lowercase letter o on a line.	
16. Clients write lowercase letter p on a line.	
17. Clients write lowercase letter q on a line.	
18. Clients write lowercase letter r on a line.	

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
19. Clients write lowercase letter s on a line.	
20. Clients write lowercase letter t on a line.	
21. Clients write lowercase letter u on a line.	
22. Clients write lowercase letter v on a line.	
23. Clients write lowercase letter w on a line.	
24. Clients write lowercase letter x on a line.	
25. Clients write lowercase letter y on a line.	
26. Clients write lowercase letter z on a line.	
	METHOD NO. 2
A. Clients write the letter a.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
B. Clients write the letter b.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
C. Clients write the letter c.	1. Instructor verbalizes and writes letter on the black board.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
D. Clients write the letter d.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
E. Clients write the letter e.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
F. Clients write the letter f.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
G. Clients write the letter g.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
H. Clients write the letter h.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
I. Clients write the letter i.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
J. Clients write the letter j.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
K. Clients write the letter k.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
L. Clients write the letter l.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	3. Clients copy letter. 4. Clients write letter when given orally by instructor.
M. Clients write the letter m.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
N. Clients write the letter n.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
O. Clients write the letter o.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
P. Clients write the letter p.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
Q. Clients write the letter q.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
R. Clients write the letter r.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
S. Clients write the letter s.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
T. Clients write the letter t.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
U. Clients write the letter u.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
	3. Clients copy letter. 4. Clients write letter when given orally by instructor.
V. Clients write the letter v.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
W. Clients write the letter w.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
X. Clients write the letter x.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.
Y. Clients write the letter y.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

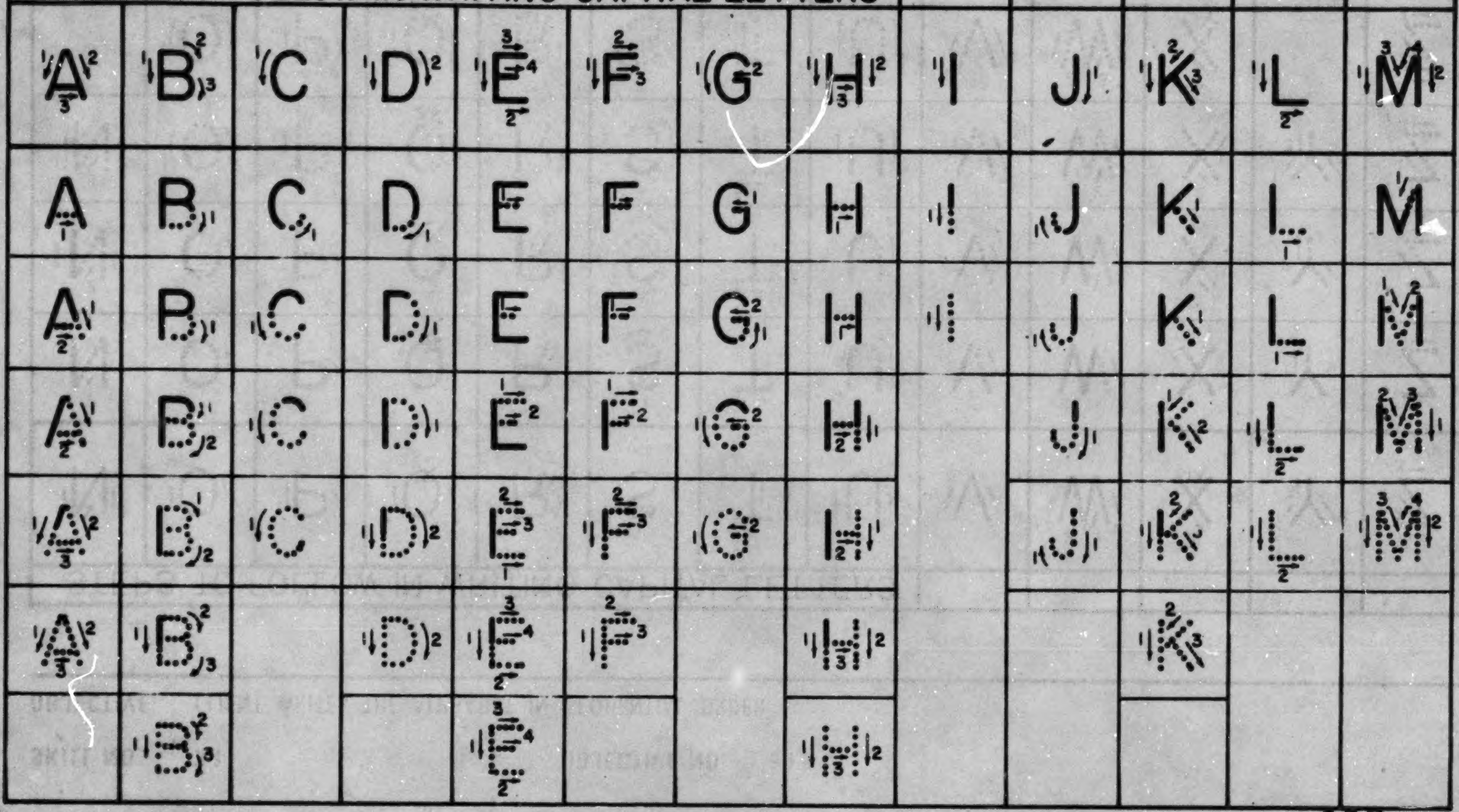
OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

PROCEDURE	KEYPOINTS
Z. Clients write the letter z.	1. Instructor verbalizes and writes letter on the black board. 2. Clients trace letter on worksheet. 3. Clients copy letter. 4. Clients write letter when given orally by instructor. If clients are having difficulty in sequential order, repeat the training sequence outlined above.

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

STEPS TO FOLLOW IN WRITING CAPITAL LETTERS


A
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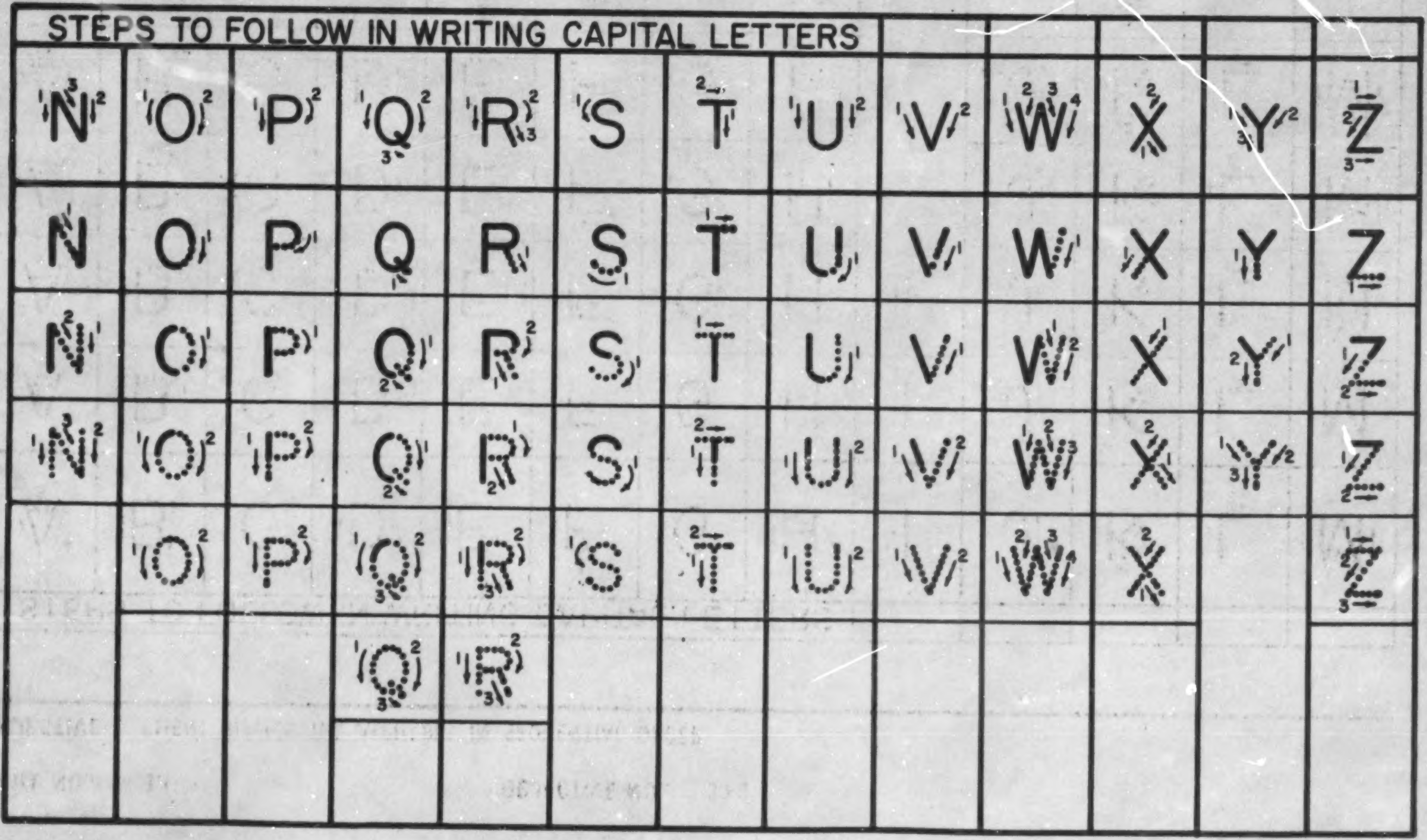
SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

STEPS TO FOLLOW IN WRITING CAPITAL LETTERS


N
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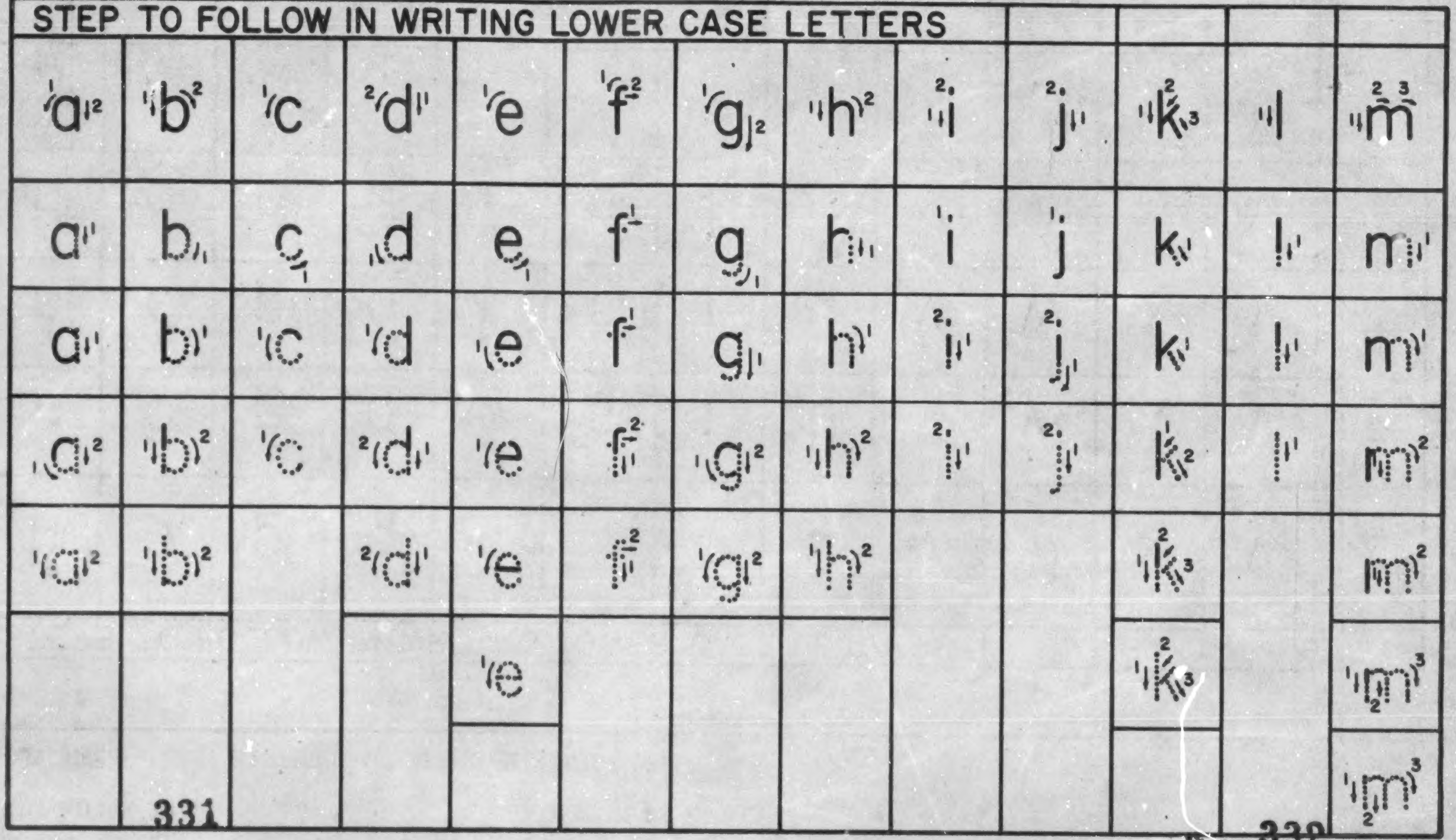
V
W
X
Y
Z

SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

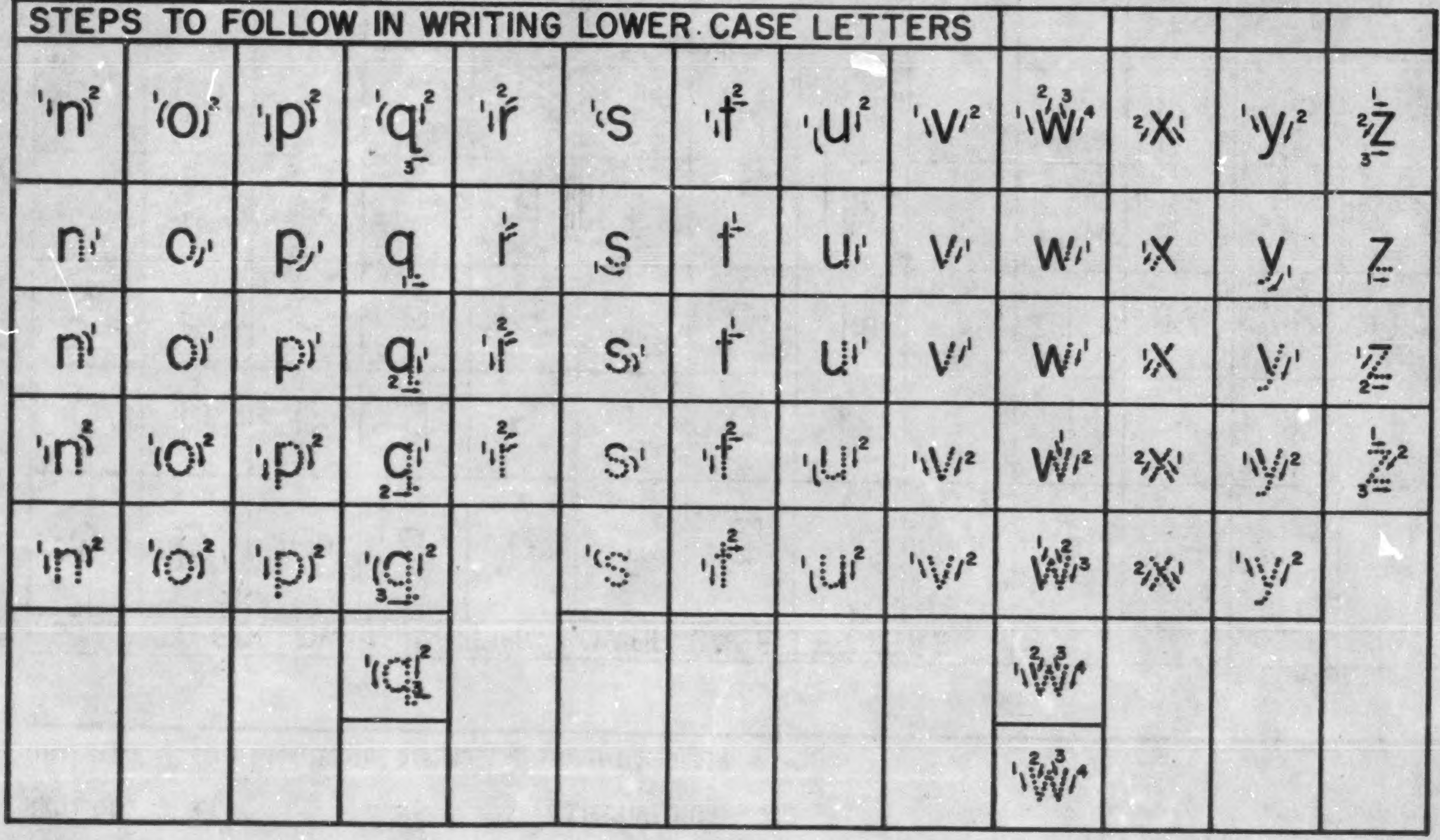
STEP TO FOLLOW IN WRITING LOWER CASE LETTERS



SKILL NO.: 3.1 **OBJECTIVE NO.:** 3.1.3

OBJECTIVE: CLIENT WRITES THE ALPHABET IN SEQUENTIAL ORDER

STEPS TO FOLLOW IN WRITING LOWER CASE LETTERS



COURSE TITLE: READING **TRAINING SEQUENCE**

SKILL AREA: FUNCTIONAL WORDS **SKILL AREA NO.:** 3.2

OBJECTIVE: CLIENT RECOGNIZES FUNCTIONAL WORDS **OBJECTIVE NO.:** 3.2.1

INSTRUCTIONAL MATERIALS REQUIRED: FLASH CARDS (ONE FOR EACH WORD)
FUNCTIONAL SIGNS

PERFORMANCE CRITERIA: CLIENTS WILL RECOGNIZE AND DEFINE FUNCTIONAL WORDS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of reading.

As each word is introduced, discuss with the client what it means, what it looks like, what it is, etc., until certain the client understands, Repeat as often as necessary. The instructor should be careful to review, on a systematic basis, the words that the clients already have in their vocabulary.

PRE-REQUISITE: Clients should have completed Objectives 3.1.1, 3.1.2, and 3.1.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again." If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	The following training sequence should apply to all words being taught to clients. Clients will verbalize the functional words presented to them in flashcard style. 1. Clients will match the word when presented verbally with flashcards. 2. Clients will match the word presented verbally with flashcard, one distractor. 3. Clients will match the word presented verbally with flashcard, two distractors.

SKILL NO.: 3.2 **OBJECTIVE NO.:** 3.2.1

OBJECTIVE: CLIENT RECOGNIZES FUNCTIONAL WORDS

PROCEDURE	KEYPOINTS
	4. Clients will find the word when given verbal cue. 5. Clients will find the word when given verbal cue, one distractor. 6. Clients will find the word when given verbal cue, two distractors. 7. Clients will verbalize the word presented to them in flashcard style.
A. Clients will verbalize those words which give reference to an action. 1. On 2. Off 3. Open 4. Close 5. In 6. Out	A. Implement those steps listed above.
B. Clients will verbalize those words which give reference to information. 1. Adults only 2. Boy 3. Bus station 4. Bus stop 5. Cold 6. Dentist 7. Doctor (Dr.) 8. Elevator 9. Emergency exit 10. Employees only 11. Enter 12. Entrance 13. Exit 14. Fire escape 15. Fire extinguisher 16. First aid 17. Fragile 18. Gasoline 19. Gentlemen 20. Girl 21. Hot 22. Information 23. Ladies 24. Men 25. No checks cashed 26. No driving 27. No fires 28. No smoking 29. No swimming	B. Implement those training sequences previously listed in this unit.

SKILL NO.: 3.2 **OBJECTIVE NO.:** 3.2.1

OBJECTIVE: CLIENT RECOGNIZES FUNCTIONAL WORDS

PROCEDURE	KEYPOINTS
30. No trespassing 31. Office 32. Out of order 33. Police 34. Post office 35. Private 36. Restroom 37. Stairs 38. Taxi stand 39. Toilet	
C. Clients will verbalize those words which signal danger.	C. Implement those training sequences previously listed in this unit.
1. Beware 2. Beware of dog 3. Caution 4. Combustible 5. Contaminated 6. Condemned 7. Danger 8. Deep water 9. Do not use near heat 10. Do not use near open flame 11. Do not cross 12. Dynamite 13. Explosives 14. External use only 15. Flammable 16. Harmful if swallowed 17. High voltage 18. Keep away 19. Keep out 20. Live wires 21. Not for internal use 22. Poison 23. Poisonous 24. Shallow water 25. Thin ice 26. Use in open air 27. Warning	
D. Clients will verbalize those words which give direction.	D. Implement those training sequences previously listed in this unit.
1. Do not walk 2. Do not enter 3. Do not refreeze 4. Do not stand up 5. Down 6. Handle with care 7. Hands off 8. In 9. Keep off	

SKILL NO.: 3.2 **OBJECTIVE NO.:** 3.2.1

OBJECTIVE: CLIENT RECOGNIZES FUNCTIONAL WORDS

PROCEDURE

10. Next window
11. No loitering
12. No fishing
13. No hunting
14. No minors
15. Pull
16. Push
17. Step down
18. Step up
19. This end up
20. This side up
21. Up
22. Use before (date)
23. Use other door
24. Walk
25. Wait
26. Watch your step

KEYPOINTS

Activities:

1. Take a field trip to town pointing out and demonstrating as many of the functional words as possible.

2. For an additional learning activity, take two or more words making commonly used phrases. Example: caution-danger; danger-poison.

3. Utilize functional signs by placing them in the classroom area to reinforce learning. Sign examples: stop, go, ladies, etc.

COURSE TITLE: READING

TRAINING SEQUENCE

SKILL AREA: USE OF THE NEWSPAPER

SKILL AREA NO.: 3.3

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

OBJECTIVE NO.: 3.3.1

INSTRUCTIONAL MATERIALS REQUIRED:
NEWSPAPERS
OVERHEAD PROJECTOR
VARIOUS CHANGE

PERFORMANCE CRITERIA: CLIENTS WILL DEMONSTRATE THE ABILITY TO PROPERLY USE THE NEWSPAPER TO THE DISCRETION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same reading skills and knowledge.

Give each client a newspaper and allow time for investigation before instruction begins. As a specific section of the paper is discussed, have clients turn to the section while allowing several minutes before beginning the lecture.

PRE-REQUISITE: Clients should have completed Objective 3.2.1.

REINFORCEMENT: Each correct response made and each correct response made more independently than previously must be immediately followed by verbal praise, "good job." Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again."

PROCEDURE	KEYPOINTS
A. Client defines a newspaper.	A. A paper printed regularly which includes news and advertising. 1. Select and read together a news article and an advertisement. 2. Have clients select an article for the instructor to read. a. News article b. Advertisement

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SKILL NO.: 3.3 **OBJECTIVE NO.:** 3.3.1

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

PROCEDURE	KEYPOINTS
B. Client states where a newspaper can be purchased.	1. Newspaper vending machine where money is inserted before paper is released. a. In grocery stores b. Motels c. Post office 2. At the counter of: a. Drug store b. Grocery store While clients are on a field trip, point out a newspaper vending machine. If they are unable to see an actual machine, show a picture of a newspaper vending machine.
C. Client states the cost of a newspaper.	C. ______ Use the price of area newspaper. Be certain to explain that papers in other towns or cities may cost more or less money.
1. Have client use money to purchase a newspaper at the counter. a. Using 35¢ b. Using 50¢ c. Using $1.00	1. This will be an excellent making change exercise.
2. Have client use correct change for a vending machine.	
D. Client will read an interpret the section of the paper which advertises jobs.	D. Point out that this section is headed "Jobs of Interest."
1. Client will state that jobs are listed in the classified ads.	1. Display the classified ad section. a. You state classified ads with them. b. Clients state classified ads alone.
2. Client will locate the "Jobs of Interest" section in the classified ads.	2. Implement the following training sequences.

SKILL NO.: 3.3 **OBJECTIVE NO.:** 3.3.1

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

PROCEDURE	KEYPOINTS
	a. Have client match section in paper from model and verbal cue.
	b. Have client find section in paper from model and verbal cue.
	c. Have client turn to section with verbal cue only.
3. Client will read a job advertisement.	3. Use an overhead projector or a worksheet with an enlarged example. Point out and discuss.
a. With instructor.	a. Job title
b. Verbally point out those facts found in an advertisement.	b. Benefits, if any listed.
c. Take a worksheet and write down those facts found in the advertisement.	c. Salary
d. Pick an advertisement, read it and discuss those facts listed.	d. Hours to be worked
	1) Full time
	2) Part time
	e. Requirements
	f. Duties, if listed.
	g. Number to call or person to write to.
E. Client can read and interpret the section of the paper which lists houses and apartments for rent.	E. Point out that this has several sections headed as follows: "Furnished and Unfurnished Houses", "Furnished Apartments and Duplexes", and "Unfurnished Apartments and Duplexes."
1. Client states that houses and apartments are listed in the classified ads.	1. Display the classified ad section.
	a. You state classified ads with the client.
	b. Client state classified ads alone.
2. Client will locate the rental section in the classified ads.	2. Implement the following training sequences.
	a. Have client match section in paper from model and verbal cue.

SKILL NO.: 3.3 **OBJECTIVE NO.:** 3.3.1

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

PROCEDURE	KEYPOINTS
	b. Have client find section in paper from model and verbal cue. c. Have client turn to section with verbal cue only. Have client cut the various rental headings out of the newspaper and post them on to a sheet of paper.
3. Client will read a rental advertisement. a. With instructor. b. Verbally point out those facts found in an advertisement. c. Take a worksheet and write down those facts found in the advertisement. d. Pick an advertisement, read it and discuss those facts listed.	3. Use an overhead projector or a worksheet with enlarged examples. Point out and discuss: a. Type of rental 1) House 2) Apartment b. Bedrooms, how many c. Appliances d. Carpet and drapes e. Rent per month f. Pets allowed g. Single, married, no children stipulation h. Utilities included in rent i. Number to call j. Address of rental k. Cleaning deposit l. No smoking, no drinking Other sections that can be covered under classified ads are: 1. Miscellaneous for sale 2. Babysitters and child care 3. Situations wanted 4. Radio, T.V., stereo 5. Furniture and carpets 6. Appliances 7. Used cars

SKILL NO.: 3.3 **OBJECTIVE NO.:** 3.3.1

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

PROCEDURE	KEYPOINTS
	Activities: 1. It may be beneficial to have clients make flashcards of each of the classified ad headings studied. Have clients practice reading and presenting to each other.
F. Client can read and interpret an advertisement in the body of the newspaper.	F. Discuss that these can be either sales or regularly priced items.
1. Client states that advertisements can be found on most any page of the newspaper.	**1. Have client go through the newspaper with instructor as the instructor discusses various advertisements.**
2. Client will locate an advertisement.	**2. Implement the following training sequences:** a. Have client match advertisement in paper from model and verbal cue. b. Have client find advertisement in paper from model and verbal cue. c. Have client turn to advertisement with verbal cue only.
3. Client will read an advertisement. **a. With instructor.** **b. Verbally point out those facts found in an advertisement.** **c. Take a worksheet and write down those facts found in the advertisement.** **d. Pick an advertisement, read it and discuss those facts listed.**	**3. Use an overhead projector or a worksheet with an enlarged example. Point out and discuss.** a. Type of advertisement 1) Clothing 2) Food 3) Furniture b. Which store is advertising. c. Name various items and the cost of each. d. Dates sale is in effect. e. Address of store advertising.

SKILL NO.: 3.3 **OBJECTIVE NO.:** 3.3.1

OBJECTIVE: CLIENT CAN PROPERLY USE THE NEWSPAPER

PROCEDURE	KEYPOINTS
G. Client can read and interpret movie program information.	G. Implement the following training sequence:
1. Client will read where the movie is playing.	1. Point to and read the information with the client when asked.
2. Client will read the times of each showing.	2. Point to and have the client read the information when asked.
3. Client will read the number to call to ask how much the movie will cost.	3. Ask client for the information without cueing.

SKILL AREA NO. 4

TIME

COURSE TITLE: TIME

TRAINING SEQUENCE

SKILL AREA: TELLING TIME

SKILL AREA NO.: 4.1

OBJECTIVE: CLIENT TELLS TIME FOR RANDOM CLOCK POSITIONS

OBJECTIVE NO.: 4.1.1

INSTRUCTIONAL MATERIALS REQUIRED: 2 LARGE CARDBOARD CLOCKS
BLANK CLOCK WORKSHEETS
HALF PAST WORKSHEETS
HOUR WORKSHEETS
QUARTER PAST WORKSHEETS
WORKSHEETS WITH CLOCK FACES WITH DESIGNATED TIMES

PERFORMANCE CRITERIA: CLIENT WILL TELL THE TIME FOR RANDOM CLOCK POSITIONS OF EITHER BEFORE OR AFTER THE HOUR FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed Objectives 1.1.1, 1.1.3, and 1.1.5.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	It is important that clients are able to correlate daily activities with specific times of the day. Therefore, it is suggested to begin instruction at this point.
A. Client correlates general times of the day.	A. Implement the following training sequence: 1. Client repeats answer to question after instructor. 2. Client answers question after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answer. 4. Client answers questions independently. The following are examples of questions and answers to be used when teaching this skill.

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PROCEDURE	KEYPOINTS
	Morning: 1. What time of day do we eat breakfast? 2. When do we get up and get dressed for work? 3. When does the sun come up? Noon: 1. When do we eat lunch? Afternoon: 1. When does the van come to pick you up? 2. When does work end for the day?
B. Client will state the number of hours in a day.	B. Implement the following training sequence. 1. Client repeats answer to question after instructor. 2. Client answers question after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answer. 4. Client answers question independently.
C. Client states the number of minutes in an hour.	C. Implement the following training sequence: 1. Client repeats answer to question after instructor. 2. Client answers question after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answer. 4. Client answers question independently.
D. Client states the number of seconds in a minute.	D. Implement the following training sequence: 1. Client repeats answer to question after instructor. 2. Client answers question after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answer. 4. Client answers question independently.

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PROCEDURE	KEYPOINTS
E. Client will verbally identify midnight.	E. Discuss, saying midnight means "the middle of the night" which is 12 o'clock at night.
1. What is another name for 12 o'clock at night?	1. Client repeats answer to question after instructor.
	2. Client answers question after instructor gives first syllable of answer.
	3. Client answers question after instructor gives initial sound of answer.
	4. Client answers question independently.
F. Client will verbally identify noon.	F. Discuss, explaining noon means "the middle of the day" which is 12 o'clock in the day.
1. What is another name for 12 o'clock in the day?	1. Client repeats answer to question after instructor.
	2. Client answers question after instructor gives first syllable of answer.
	3. Client answers question after instructor gives initial sound of answer.
	4. Client answers question independently.
G. Client will verbally identify P.M. and A.M. with specific clock times.	G. It is advised to begin instruction with P.M.
1. Client will give the meaning of P.M.	1. Discuss explaining that the "P" stands for past noon. Therefore, any time from noon to midnight is "P.M."
a. What two letters do we use to show the time is past noon?	a. Client repeats answer to question after instructor.
	b. Client answers question after instructor gives first letter of answer.
	c. Client answers question after instructor gives initial sound of the first letter.
	d. Client answers question independently.
2. Client will give the meaning of A.M.	2. Discuss explaining that A.M. stands for the time from midnight to noon. It means morning.

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PROCEDURE	KEYPOINTS
3. Given various times of the day, the client will state if it is P.M. or A.M.	3. Before giving random times, discuss noon and midnight.
a. 12 o'clock in the afternoon is P.M.	a. Explain that even though P.M. stands for past noon, it is used for noon also.
b. 12 o'clock in the night is A.M.	b. Explain that even though A.M. stands for the time from midnight to noon (morning) it is also used for midnight.
c. State a specific time, correlating it with a general characteristic.	c. The following are examples of times to be used for this skill. 1) It is 10 o'clock and you just finished breakfast. (A.M.) 2) It is 12 o'clock and it is dark outside. (A.M.) 3) It is 4 o'clock and you just got home from work (P.M.) 4) It is 4 o'clock and it is time for lunch. (P.M.)
	Demonstrate each training sequence with a large cardboard clock. Set aside periods when clients practice setting given hours on the clock.
H. Client will identify the hour hand.	H. Implement the following training sequence:
1. Client will point to the short (hour) hand from Instructor's model and verbal cue.	1. Have client match the short (hour) hand when instructor models and gives verbal cue.
	2. Have client find the short hand when instructor models and gives verbal cue.
	3. Have client point to hour hand when given verbal cue only.
I. Client will identify the long (minute) hand.	I. Implement the following training sequence:
	1. Have client match the long (minute) hand when instructor models and gives verbal cue.
	2. Have client find the long hand from instructor's model and verbal cue.

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PROCEDURE	KEYPOINTS
	3. Have client point to minute hand when given verbal cue only.
J. Client will read the hour on a clock.	J. Implement the following training sequence: 1. Client points to minute and hour hand on clock in random order. 2. Client matches hour and minute hand on clock with that on instructor's clock when given verbal cue. 3. Client places hour and minute hands on clock when given verbal cue only. The following are examples of times to be used: 1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00. Re-emphasize telling time by the hour and correlating general times of the day with study worksheets. By having clients pencil in the hour and minute hand the concept of the hour hand being short and the minute hand being long will be strengthened. When first introducing worksheets, show clients, by using either a black board or an overhead projector, how to write an o'clock time. It is written by merely writing down the hour number. The most difficult concept in dealing with time is the reading of the minute hand. It is suggested to begin instruction using segments of the clock rather than introducing the actual counting of minutes. Therefore, half past and quarter past are taught before counting minutes.
K. Client will read half past on the clock.	
1. Review with the client that in one hour the long hand (minute) will move completely around the clock and the short hand (hour) will move from one number to the next.	1. Demonstrate using a large cardboard clock.
2. Introduce half past by explaining that the long hand will move half way around the clock in one-half hour and that the short hand will move half way to the next number.	2. Implement the following training sequence: a. Client matches hour and minute hands on clock with those on instructor's clock when given verbal cue only.

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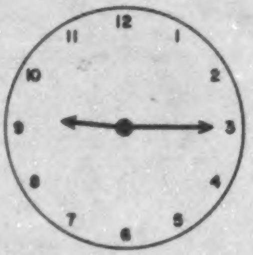
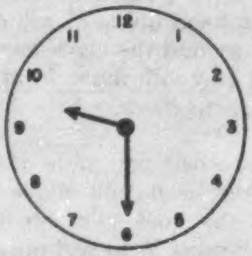
PROCEDURE	KEYPOINTS
	The following are examples of times to be used: 1:30, 2:30, 3:30, 4:30, 5:30, 6:30, 7:30, 8:30, 9:30, 10:30, 11:30, 12:30. Worksheets may also be utilized at this time.
L. Client will read quarter past on the clock.	
1. Introduce quarter past by explaining that the long hand (minute) will move one quarter of the way around the clock and the short hand will move only one quarter of the way to the next number.	1. Implement the following training sequence. a. Client matches hour and minute hands on clock with those on instructor's clock when given verbal cue.
	The following are examples of times to be used: 1:15, 2:15, 3:15, 4:15, 5:15, 6:15, 7:15, 8:15, 9:15, 10:15, 11:15, 12:15. Worksheets may also be utilized at this time.
M. Client will read quarter to on the clock.	
1. Review with the client that when the clock shows a quarter past, the long hand (minute) has moved one quarter, or one fourth, of the way around the clock. The short hand (hour) is one quarter of the way to the next number.	1. Demonstrate using a large cardboard clock. 
2. Review that when the clock shows half past, the long hand has moved another quarter of the way around the clock or halfway around the clock. The short hand has moved another quarter of the way to the next number or halfway to the next number.	2. Demonstrate using a large cardboard clock.  To clarify this concept it may be beneficial to relate quarters of the clock to quarters in a dollar; 4 quarters make a dollar. 4 quarters make up a clock. Using a black board or an overhead projector, draw a clock dividing it into 4 equal parts.

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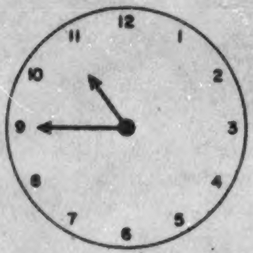
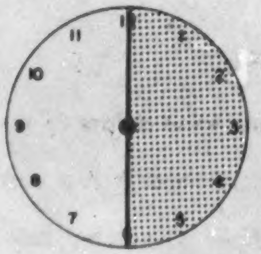
OBJECTIVE: CLIENT TELLS TIME

PROCEDURE	KEYPOINTS
3. Introduce quarter to by explaining that the long hand has moved another quarter of the way around the clock so that there is only one quarter of an hour remaining until the next hour. The short hand has moved another quarter of the way to the next number so there is only one quarter of the way remaining to the next number or hour.	3. Implement the following training sequence:  a. Client matches hour and minute hands on clock with those on instructor's clock when verbal cue is given. When the client has mastered the half past, quarter after and quarter to concepts then the client is ready to begin telling time by minutes.
N. Client states which half of the clock represents after or until the hour. (hour hand)  	N. As instruction begins, explain that half of the clock represents after the hour and half represents before the hour. Illustrate by shading the after side of your clock using a cardboard clock, black board, drawing, or an overhead projector. 1. Implement the following training sequence: a. Client states after or until with instructor pointing to the corresponding side of the clock. b. Client states after or until when the instructor gives model while pointing to the corresponding side of the clock. c. Client states and points to the after or until sides of the clock independently.
O. Client states the hour indicated by the hour hand when it is between two numbers.	

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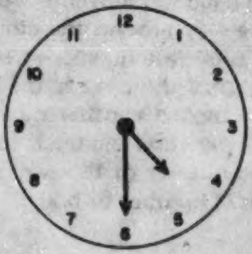
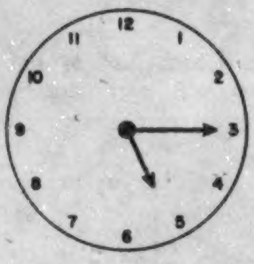
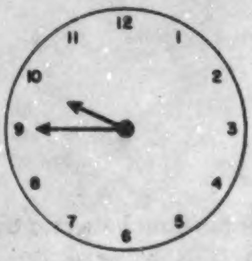
OBJECTIVE: CLIENT TELLS TIME

PROCEDURE	KEYPOINTS
1. Review that when it is half past the hour the hour hand is between the hour and the next number.	1. Example:  The long hand points to the ______ The short hand is between 4 and ______ The time is half past ______
2. Review that when it is a quarter past the hour the hour hand is just past the hour.	2. Example:  The long hand points to the ______ The short hand is just past ______ The time is quarter past ______
3. Review that when it is a quarter until the hour the hour hand is almost to the hour.	3. Example:  The long hand points to the ______ The short hand is almost to the ______ The time is a quarter to ______

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PROCEDURE	KEYPOINTS
4. Client will state either quarter past, half past, or quarter until by looking only at the hour hand.	4. Instructor, using a large cardboard clock with only an hour hand; will give time examples implementing the following training sequence: a. Client repeats time with instructor. b. Client states time after instructor. c. Client states time after instructor gives initial sound of answer. d. Client states time independently.
P. Client will read the number of minutes on the clock by fives to the number the minute hand is pointing to.	
1. Client counts by 5's to 30 while pointing to each number 1, 2, 3, 4, 5 and 6 on the clock.	1. Instructor should give a model to follow by first counting by 5's when pointing to the corresponding number on the clock; then counting again saying, "5 minutes after, 10 minutes after, 15 minutes after." a. Client counts with instructor, pointing to each corresponding number. b. Client counts after instructor has given model. c. Client counts independently.
2. Client counts by 5's from 30 to 5 while while pointing to each number 6, 7, 8, 9, 10 and 11.	2. Instructor should give a model to follow by first counting by 5's from 30 to 5 when pointing to the corresponding number on the clock; then counting again saying, "25 minutes until, 20 minutes until, 15 minutes until," etc. a. Client counts with instructor, pointing to each corresponding number. b. Client counts after instructor has given model. c. Client counts independently.
3. Client will read the number of minutes by 5's, after and until the hour.	3. Implement the following training sequence.

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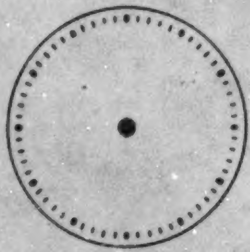
OBJECTIVE: CLIENT TELLS TIME

PROCEDURE	KEYPOINTS
	a. Client matches hour and minute hands on clock with those on instructor's clock when verbal cue is given. Worksheets may be utilized at this time.
Q. Client counts the number of minutes the long hand is pointing to on the clock by 5's and then by 1's to the exact minute.	Q. When beginning instruction, give the client a worksheet with the blank face of a clock. Have clients write in numbers from instructors model. When finished, count by fives to 30 stressing that 30 minutes have been counted. Go back to 12 and count each minute to 5, then each minute to 10, each minute to 15, etc. Give several examples of counting by 5's and then by 1's to arrive at the exact minute. 
1. Client will read the exact number of minutes past the hour.	1. Implement the following training sequences using cardboard clock. a. Client counts with instructor as instructor counts, pointing to the corresponding minutes. b. Client counts after instructor has counted, pointing to the corresponding number. c. Client counts independently after instructor sets hands. d. Client sets hands when given minute times by instructor.

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OBJECTIVE: CLIENT TELLS TIME

PROCEDURE	KEYPOINTS
2. Client will read the exact number of minutes until the hour.	2. Implement the following training sequence using a cardboard clock. a. Client counts with instructor as instructor counts, pointing to the corresponding minutes. b. Client counts after instructor has counted, pointing to the corresponding number. c. Client counts independently after instructor sets hands. d. Client sets hands when given minute times by instructor.
R. Client will read the number of minutes by 5's, completely around the clock, to the number the minute hand is pointing to.	R. Review counting from 5 to 30 when pointing to numbers 1-6 respectively.
1. Counts from 30 to 60 pointing to each number 6, 7, 8, 9, 10, 11 and 12.	1. Instructor should give a model to follow by first counting by 5's from 30 to 60 when pointing to the corresponding number on the clock; then counting again saying, "30 minutes after, 35 minutes after, 40 minutes after", etc.
2. Client counts the number of minutes the long hand is pointing to by 5's and then by 1's to the exact minute.	2. When beginning instruction, give client a worksheet with the blank face of a clock. Have clients write in numbers from instructor's model. When finished, count by 5's to 30 stressing that 30 minutes have been counted. Then count from 30 to 60 stressing that another 30 minutes have been counted, or a total of 60 minutes.
3. Client will read the exact number of minutes past the hour, up to 59 minutes past.	3. Implement the following training sequences using a cardboard clock. a. Client counts with instructor as instructor counts, pointing to the corresponding minutes. b. Client counts after instructor has counted, pointing to the corresponding number. c. Clients counts independently after instructor sets hands. d. Clients sets hands when given minute times by instructor.

SKILL NO.: 4.1 **OBJECTIVE NO.:** 4.1.1

OBJECTIVE: CLIENT TELLS TIME

PROCEDURE	KEYPOINTS
S. Client will read the time in two different manners.	S. Times are seen both in word form and in number form. The client should recognize both.
1. Word and number form; 15 after 6, 23 until 9.	**1. Implement the following training sequence:** a. Have client match minute and hour hands to instructor's model when given written and verbal cue. b. Have client find the clock with the correct time when instructor shows model and gives verbal and written cue. c. Have client place minute and hour hand when given written cue only; verbal cue only.
2. Number form; 6:23, 5:45.	**2. Explain that when reading, start from the right (minutes) and read to the left (hours). The minutes are always read as after the hour.** For teaching purposes, be sure to identify the colon (:) as representing after the hour. Using an overhead projector or a black board, give several examples discussing each. **3. Implement the following training sequences:** a. Have client match minute and hour hands when instructor models and gives written and verbal cue. b. Have client find the clock with the correct time when instructor shows model and gives verbal and written cue. c. Have client place minute and hour hand when given written cue only; verbal cue only.
T. Client tells the time for ten random clock positions either before or after the hour.	T. Present the times both written and verbally.

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PROCEDURE	KEYPOINTS

The following are examples of times to be used.

1:01
1:02
1:03
1:04
1:06
1:07
1:08
1:00
1:11
1:12
1:13
1:14
1:10
1:17
1:18
1:19
1:21
1:22
1:23
1:24
1:26
1:27
1:28
1:29
1:31
1:32
1:33

1:51
1:52
1:53
1:54
1:56
1:57
1:58
1:59
2:02
2:07
2:12
2:17
2:22
2:27
2:32
2:37
2:42
2:49
3:08
3:13
3:23
3:33
3:28
3:43
3:48
3:53
3:58

5:14
5:19
5:24
5:29
5:34
5:39
5:49
5:54
6:02
6:07
6:12
6:17
6:22
6:27
6:32
6:37
6:42
6:47
7:08
7:13
7:18
7:23
7:28
7:33
7:38
7:43
7:48

9:27
9:36
9:41
9:48
9:51
9:56
9:03
9:13
10:04
10:07
10:13
10:26
10:29
10:33
10:37
10:43
10:49
10:55
11:01
11:08
11:12
11:16
11:19
11:27
11:34
11:39
11:43

After the clients are able to state the time for various clock positions it may be beneficial to give the client various random times and have them then set the hands of the clock in the proper positions corresponding to the time presented.

COURSE TITLE: TIME

TRAINING SEQUENCE

SKILL AREA: CALENDAR USAGE

SKILL AREA NO.: 4.2

OBJECTIVE: CLIENT READS A CALENDAR

OBJECTIVE NO.: 4.2.1

INSTRUCTIONAL MATERIALS REQUIRED:

- COMPLETE CALENDAR WORKSHEET
- FLASH CARDS OF EACH MONTH
- MONTHS WORKSHEET
- BLANK CALENDAR OUTLINES
- DAYS WORKSHEET
- LARGE CALENDAR

PERFORMANCE CRITERIA: CLIENT WILL READ A CALENDAR FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed Objective 4.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Show and discuss a calendar before beginning instruction. Point out that the first day of the week is Sunday and that there are seven days in a week.
A. Client states the number of days in a week: seven (7).	A. Implement the following training sequence. **1. Client repeats answer to question after instructor.** **2. Client answers question after instructor gives first syllable of answer.** **3. Client answers question after instructor gives initial sound of answer.** **4. Client answers question independently.**

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SKILL NO.: 4.2 **OBJECTIVE NO.:** 4.2.1

OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE	KEYPOINTS
	Utilize a hands-on experience to facilitate learning. Place a calendar in front of client. Have him point to and count the days of the week.
B. Client states the names of the days of the week, in order.	B. It is suggested to instruct by rote learning using the following procedure. 1. Client repeats seven days of the week after instructor, one at a time. 2. Client names seven days of the week with instructor. 3. You name first six days of the week with client; client names final day alone. 4. You name first five days with client; client names last two days of the week alone. 5. You name first four days with client; client names last three alone. 6. You name first three with client; client names last four days of the week alone. 7. You name first two days of the week with client; client names last five days of the week alone. 8. You name first day of the week with client; client names last six days of the week alone. 9. Client names days of the week independently.
C. Client states number of weeks in a month.	C. Implement the following training sequence: 1. Client repeats answer to question after instructor. 2. Client answers question after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answers. 4. Client answers question independently.

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OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE	KEYPOINTS
D. Client states number of months in a year: twelve (12).	D. Using either an overhead projector or a blackboard, list all the months of the year. Have clients then count the total number. Implement the following training sequence: **1. Client repeats answer to question after instructor.** **2. Client answers question after instructor gives first syllable of answer.** **3. Client answers question after instructor gives initial sound of answers.** **4. Client answers question independently.** Utilize a hands-on experience to facilitate learning. Place a year calendar in front of clients and have them point to each month while counting.
E. Client names the twelve months in order.	E. It is suggested to instruct by rote learning using the following procedure: **1. Client repeats twelve months of the year after instructor, one at a time.** **2. Client names twelve months of the year with instructor.** **3. You name first elevan months of year with client; client names final month alone.** **4. You name first ten months of the year with client; client names last two months alone.** **5. You name first nine months of the year with client; client names last three months alone.** **6. You name first eight months of the year with client; client names last four months alone.** **7. You name first seven months of the year with client; client names last five months alone.** **8. You name first six months of the year with client; client names last six months alone.**

SKILL NO.: 4.2 **OBJECTIVE NO.:** 4.2.1

OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE	KEYPOINTS
	9. You name first five months of the year with client; client names last seven months alone. 10. You name first four months of the year with client; client names last eight months alone. 11. You name first three months of the year with client; client names last nine months alone. 12. You name first two months of the year with client; client names last ten months alone. 13. You name the first month of the year with client; client names the last eleven months alone. 14. Client names months of the year independently.
F. Client states number of days in a year: 365.	F. Implement the following training sequence: 1. Client repeats answer to question after instructor. 2. Client answers questions after instructor gives first syllable of answer. 3. Client answers question after instructor gives initial sound of answer. 4. Client answers question independently.
G. Client names the four seasons, in sequence.	G. Discuss the seasons asking the clients to state characteristics of each season. List the characteristics on the black board. Example: Winter - snow, cold Spring - rain, flowers Summer - hot, swim Fall - leaves turn, windy, cooler
1. States seasons.	1. Implement the following training sequence with each season separately. a. Client repeats season after instructor. b. Client names season after instructor gives first syllable.

SKILL NO.: 4.2 **OBJECTIVE NO.:** 4.2.1

OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE	KEYPOINTS
	c. Client names season after instructor gives initial sound. d. Client names season independently.
2. States seasons in sequence.	2. For teaching purposes, begin with summer. a. Client repeats the seasons after instructor. b. Client names seasons with instructor. c. You name first three seasons with client, he names spring alone. d. You name first two seasons with client, he names winter and spring alone. e. You name first season with client, he names fall, winter, and spring alone. f. Client names the four seasons independently.
H. Client can read a calendar.	
1. Clients will verbalize the months when presented to them in flashcard style.	1. Implement the following steps: a. Client will match the word when presented verbally with flashcard. b. Client will match the word presented verbally with flashcard, one distractor. c. Client will match the word presented verbally with flashcard, two distractors. d. Client will find the word when given verbal cue. e. Client will find the word when given verbal cue, one distractor. f. Client will find the word when given verbal cue, two distractors. g. Client will verbalize the word presented to him in flashcard style.

SKILL NO.: 4.2 **OBJECTIVE NO.:** 4.2.1

OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE	KEYPOINTS
	Worksheets may be utilized.
2. Clients will verbalize the days of the week when presented to them in flashcard style.	2. Implement the following steps: a. Client will match the word when presented verbally with flashcards. b. Client will match the word presented verbally with flashcard, one distractor. c. Client will match the word presented verbally with flashcard, two distractors. d. Client will find the word when given verbal cue. e. Client will find the word when given verbal cue, one distractor. f. Client will find the word when given verbal cue, two distractors. g. Client will verbalize the word presented to him in flashcard style.
	Worksheets may be utilized.
3. Give each client a blank calendar outline. Have client fill in the needed information from instructor's model.	3. Using an overhead projector or the black board outline a calendar. Fill in and discuss the needed information. a. Month b. Year c. How many days in the month. d. The first day of the month. e. The last day of the month.
4. Have client complete a calendar when given the needed information.	4. Information should be written as well as verbal.
5. Given a calendar, have clients answer various questions.	5. Examples of questions to be used in teaching this skill follow. a. What is the name of the month? b. What is the year? c. How many days are in the month?

SKILL NO.: 4.2 **OBJECTIVE NO.:** 4.2.1

OBJECTIVE: CLIENT READS A CALENDAR

PROCEDURE

KEYPOINTS

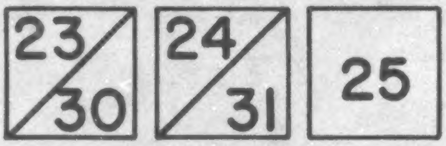
d. On what day of the week does July 6 fall on?

e. July 4 is a holiday. What day of the week does it fall on?

When introducing each month, discuss with the clients the holidays recognized.

It would be beneficial to emphasize the dates of major holidays. Christmas, New Year, Easter, Independence Day, and Thanksgiving.

Be certain to explain the principle of uneven weeks where the calendar day has been divided into two dates - one week apart.



Explain that this is done merely to save space.

SKILL AREA NO. 5

WRITING

COURSE TITLE: WRITING

TRAINING SEQUENCE

SKILL AREA: WRITING SKILLS

SKILL AREA NO.: 5.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

OBJECTIVE NO.: 5.1.1

INSTRUCTIONAL MATERIALS REQUIRED:
BROKEN LETTERS WORKSHEET
CUE CARDS
DAMP CLOTH
DOTTED LETTERS WORKSHEET
FELT OR SANDPAPER LETTERS
FINE POINT FELT PEN
SOLID LETTERS WORKSHEET
WORKSHEETS (LETTERS OF THE ALPHABET PRINTED AT THE TOP)

PERFORMANCE CRITERIA: CLIENT WILL COPY LETTERS FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of writing skills.

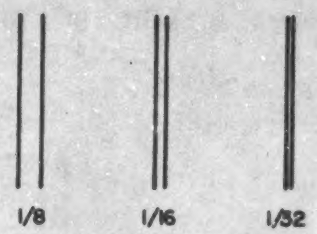
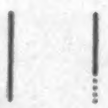
PRE-REQUISITE: None required.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the proceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	Training should take place where the client is not likely to be distracted. The instructor and client should set next to each other at a table.
A. Client will trace various lines and designs.	A. It is recommended that the client master one symbol before proceeding to the next symbol.
1. Client traces a line.	1. Implement the following training sequence. a. Trace over 1/8 inch wide symbols. b. Trace over 1/16 inch wide symbols. c. Trace over 1/32 inch wide symbols. Example follows:

SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

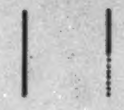
OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

PROCEDURE	KEYPOINTS
	
2. Client traces a circle. 3. Client traces a square. 4. Client traces a triangle.	
	Proceed with training in the following manner using symbol cards, a plastic overlay and a damp cloth for an eraser. 1. Sit next to the client at the table and model tracing the symbol. Erase the card and lay it in front of the client. Say "trace this." The client must trace over the symbol without going outside of the lines. Provide physical assistance if necessary. Gradually fade assistance until client can trace symbol alone on verbal cue, "trace this." 2. Repeat procedure for each symbol cue card. 3. Before beginning to teach a new symbol, review the previous step. Repeat training sequence for each symbol.
B. Client copies various lines and designs.	B. The suggested order of learning is vertical, horizontal, circular.
1. Client copies a line.	1. Implement the following training sequence. a. Client will complete the last 1/4 of the line. Example:  368 b. Client will complete the last 1/2 of the line. Example:

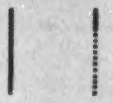
SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

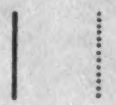
PROCEDURE	KEYPOINTS



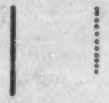
c. Client will complete the last 3/4 of the line. Example:



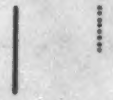
d. Client will complete the entire line. Example.



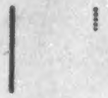
e. Client copies first 3/4 of line; completes last 1/4 of line above.



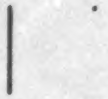
f. Client copies 1/2 of line; completes remaining 1/2 alone.



g. Client copies first 1/4 of line; completes last 3/4 alone.



h. Client completes all of line given a starting point.



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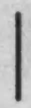
SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

PROCEDURE	KEYPOINTS
	i. Client copies a given line independently.



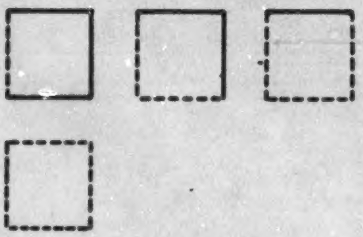
2. Client copies a circle.
3. Client copies a square.
4. Client copies a triangle.

Repeat training sequence for each symbol. At the beginning of each training period, review the previous step.

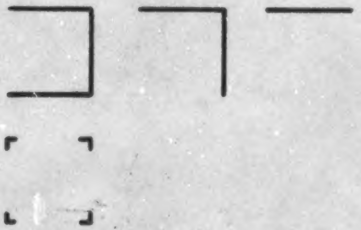
Examples of training steps for each symbol:

1. **Square:**

1.

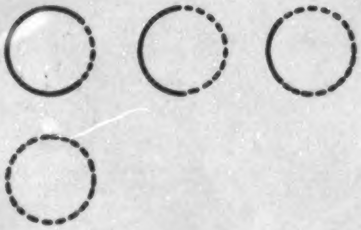


2.



2. **Circle:**

1.

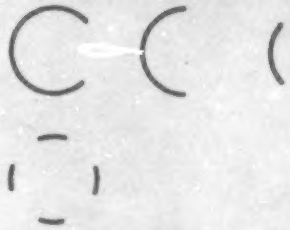


SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

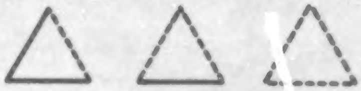
PROCEDURE | **KEYPOINTS**

2.

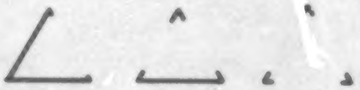


3. **Triangle:**

1.



2.



C. Client will trace letters.

C. It is recommended that the client be able to effectively copy one letter before proceeding to the next letter.

1. Client traces letters.

1. **Implement the following training sequences:**
   - a. Trace over 1/8 inch wide letters.
   - b. Trace over 1/16 inch wide letters.
   - c. Trace over 1/32 inch wide letters.

Proceed with training in the following manner using materials previously listed.

1. Sit next to the client at the table and model tracing the symbol. Erase the card and lay it in front of the client. Say "trace this". The client must trace over the symbol without going outside of the lines. Provide physical assistance if necessary. Gradually fade assistance until client can trace symbol alone on verbal cue, "trace this".
2. Repeat procedure for each symbol cue card.
3. Before beginning to teach a new symbol, review the previous step.

SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

PROCEDURE	KEYPOINTS
	Repeat training sequence for each symbol of the alphabet.
D. Client copies letters.	D. For each letter model the task for the client, then give the client the verbal cue, "print this". Provide physical assistance until the client can copy letters unassisted. 1. Client prints letter by tracing over solid line letter. 2. Prints letter by tracing over broken line letter. 3. Prints letter by tracing over dotted line letter. 4. Prints letter by copying the visual cue printed on the paper. Repeat the above training sequence for each letter symbol. Before beginning to teach a new letter review the previous step. In the event a client does not possess adequate motor skills; the following pre-writing exercises are advised.
E. Pre-writing skills	E. Provide many experiences so as to allow the client to learn to manipulate arms, hands and fingers in coordination.
1. Control of large muscle movements.	1. Exercise like "angles in snow"; draw large circles on the black board; finger painting. Angles description: a. Have clients lie on the floor on their backs with arms to sides and legs together. b. Have client move out right arm, then the left arm, then the right leg, then the left leg to your command. c. Now move both arms together in and out at your command. d. Now move both legs together in and out at your command. e. Now move both arms and legs together in and out at your command.

SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.1

OBJECTIVE: CLIENT COPIES LETTERS OF THE ALPHABET

PROCEDURE	KEYPOINTS
	f. Now begin with arms in and legs apart–move legs in while arms move out, etc. to your command.
2. Beginning control of small muscle movement.	2. Use pegboard, string beads and/or model clay.
3. Development of eye-hand coordination and finger dexterity.	3. Stack blocks, assemble simple jigsaw puzzles, hammering and cutting.
4. Ability to hold and use crayons and pencils.	4. Practice exercises using large unlined paper doing simple line drawings and designs.

COURSE TITLE: WRITING

TRAINING SEQUENCE

SKILL AREA: WRITING SKILLS

SKILL AREA NO.: 5.1

OBJECTIVE: CLIENT WRITES OWN NAME

OBJECTIVE NO.: 5.1.2

INSTRUCTIONAL MATERIALS REQUIRED: FELT LETTERS NAME CARD PAPER WORKSHEETS OF CLIENTS NAME (SOLID, BROKEN, AND DOTTED LETTER LINES)

PERFORMANCE CRITERIA: CLIENT WILL WRITE OWN NAME FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of writing.

PRE-REQUISITE: Clients should have completed Objective 5.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client writes full name. 1. Have client print last name. 2. Have client print first name. 3. Have client print first, middle and last name.	A. If the clients' name is long or if they need special work on one letter, then train one letter at a time. However, it is recommended that the name be taught as a whole whenever possible. METHOD NO. 1 Implement the following training sequences: 1. Prints name by tracing over solid line letters. 2. Prints name by tracing over broken line letters. 3. Prints name by tracing over dotted line letters.

SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.2

OBJECTIVE: CLIENT WRITES OWN NAME

PROCEDURE	KEYPOINTS

4. Prints name by copying visual cue printed on the paper.

5. Prints name on blank sheet with no visual cue.

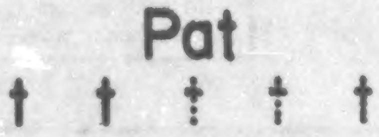
Provide physical assistance until the clients can print their names unassisted.

For those clients who are functioning at a lower level, this step can be implemented before beginning Method No. 1.

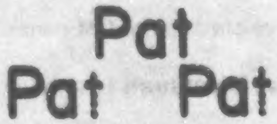
METHOD NO. 2

Reverse chaining is used. Start with last letter of client's first name.
There are two ways of presentation depending on the client's ability to screen out distractors. They are:

1. Last letter of client's first name along with name written across the top of the paper.



2. Last letter of client's first name as part of the word.



The clients will trace over the letter to be written with their fingers at the beginning of each letter. (Letter can be made from sandpaper, felt, or merely written on paper.)

Implement the following training steps:

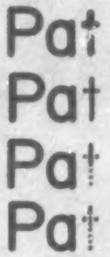
1. Client will trace letter, all but last small part.

2. Client will complete the letter with all the letter present but last line. This step continues until client traces all but the first movement of the letter.

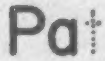
SKILL NO.: 5.1 **OBJECTIVE NO.:** 5.1.2

OBJECTIVE: CLIENT WRITES OWN NAME

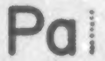
PROCEDURE	KEYPOINTS



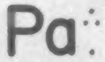
3. Client will trace a broken line letter.



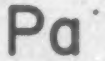
4. Client will trace a partial fade out of the letter.



5. Client will trace letter with dots at circular points.



6. Client will write the complete letter with a starting point as a cue.



7. Client will write the complete letter with no cue.

For the remaining letters of the client's name, repeat the same sequence listed above. Always have the client write independently those letters already known.

COURSE TITLE: WRITING

SKILL AREA: SPELLING SKILLS

OBJECTIVE: CLIENT SPELLS OWN NAME

TRAINING SEQUENCE

SKILL AREA NO.: 5.2

OBJECTIVE NO.: 5.2.1

INSTRUCTIONAL MATERIALS REQUIRED:
CLIENT NAME CUE CARDS (FIRST NAME - LAST NAME - BOTH NAMES)

PERFORMANCE CRITERIA: CLIENT WILL SPELL OWN NAME FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of writing.

PRE-REQUISITE: Clients should have completed Objectives 3.1.1, 3.1.2, 3.1.3, 5.1.1, and 5.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	The clients must be able to recognize their name by sight before beginning training.
A. Client will spell own name.	
1. Place a piece of paper with the client's first name printed on it in front of client. Have the client verbalize letters with cue, "Spell your first name."	1. Implement the following:
	a. Look at name and say it. b. Spell name when given cue, "Spell your first name".
2. Rote spell client's name.	
a. First name	a. Implement the following: 1) Client spells name after instructor.

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.1

OBJECTIVE: CLIENT SPELLS OWN NAME

PROCEDURE	KEYPOINTS
	2) Client spells name with instructor. 3) Client spells all but the last letter in name with instructor and verbalizes the last letter alone. 4) Client spells all but the last two letters in name with instructor and states the last two letters alone. 5) Repeat the above until all of the letters are verbalized in the same manner.
b. Rote spell client's last name.	b. Repeat the training sequence for client's last name. Example: 1) Client spells last name with instructor and spells first name alone. 2) Client spells all but the last letter of name with instructor and states the last letter alone. 3) Repeat the above until all of the letters are verbalized in the same manner.
c. Spell full name.	1) Client spells full name with instructor. 2) Client spells full name after instructor. 3) Client spells first name with instructor and spells last name alone. 4) Client spells full name independently.

COURSE TITLE: WRITING

TRAINING SEQUENCE

SKILL AREA: SPELLING SKILLS

SKILL AREA NO.: 5.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

OBJECTIVE NO.: 5.2.2

INSTRUCTIONAL MATERIALS REQUIRED: MAGAZINES PAPER
PRINTED CUE SHEETS WORD CUE CARDS
WORD WORKSHEETS (SOLID LINES - DOTTED LINES)

PERFORMANCE CRITERIA: CLIENT WILL SPELL COMMON WORDS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible. Small group instruction may be implemented if each group member is functioning at relatively the same level in terms of reading and spelling.

PRE-REQUISITE: Clients should have completed Objectives 3.1.1, 3.1.2, 3.1.3, 5.1.1, 5.1.2 and 5.2.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	Levels of spelling ability will vary greatly. For those clients who are functioning at a high level in terms of these skills, group instruction may suffice. For the client who is a non-reader, a great deal of practice and repetition on a one-to-one basis will be required. Before clients can be expected to spell a word, they must be able to read the word and to know its meaning. Therefore the training will take the form of three basic steps: 1. Reading of words 2. Meaning of words 3. Spelling of words There are many words that the client should know in order to live independently. The reason for introducing this objective is to expose the client to as many commonly used words as possible.

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

PROCEDURE	KEYPOINTS
A. Client will read common words. **1. Client will match the word(s) when given both a verbal and written cue.** **2. Client will find the word(s) when given both a verbal and written cue.** **3. Client will read the word(s) given a written cue only.**	A. Introduce one word at a time until the client has mastered three words. Then repeat the training sequences with all three words. Discuss with clients what each word means as the word is introduced. Have clients find the words in a list of words.
B. Client knows meanings of common words.	B. Proceed to the next word only when the client has mastered the word which is being worked on. To facilitate learning, it may prove beneficial to use the word in a sentence. Implement the following training sequence showing the word on a cue card: 1. Client states word and meaning of word after instructor. 2. Client states word and meaning with instructor. 3. Client repeats word with instructor, and states meaning alone. 4. Client states word and meaning alone when shown word cue card. After the above sequence has been used have the client use the word in a sentence. Field trips into the community, to grocery stores, furniture stores, and clothing stores where client is exposed to these words, may prove beneficial.
C. Client will spell commonly used words.	C. Present word to be taught on a cue card or piece of paper to the client. Pronounce and spell the word before beginning instruction. Implement the following training sequence: 1. Client spells complete word with instructor.

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

PROCEDURE	KEYPOINTS
	2. Client spells all of word with instructor but the last letter, and states the last letter alone. 3. Client spells all of the word with the instructor but the last two letters; client states last two letters alone. 4. Repeat the same reverse chaining procedure until client spells the entire word independently. It may prove beneficial to utilize activities in which the client is required to fill in a missing letter (s) when presented the word verbally or in written form. If the client is having difficulty with spelling the word before learning to write it, reversing the sequence may be beneficial.

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

WORDS FROM LANGUAGE MASTER

apple
arm
automobile
baby
bacon
ball
balloon
banana
band
barber
barn
bat
bath
bathrobe
bathroom
beads
bathtub
beads
bed
bedroom
bell
belt
bicycle
bike
billfold
birds
birthday cake
black
blue
boat
book
bottle
boy
box
bread
broom
brown
buggy
bun
bunny
bus
bush
butter
button
cake
candle
candy
cap
car
cat
check
chair
cheese
checkmark
chickens
chisel
church
cigarette
clock
closet
clouds
coat
coffee
collar
comb
cookies
cow
crayon
crying
cup
cupboard
danger
dancing
desk
dining room
dishes
doctor
dog
dollar
pitching
door
down
dress
drum
drummer
duck
ear
eating
egg
engine
entrance
eyes
exit
farm
farmer
father
feet
fell
fence
field
fighting
fingers
fire
fire escape
fireman
first aid
fish
flag
fly swatter
foot
fork
fruit
garage
gate
gentleman
George Washington
girl
glass
glasses
gloves
go
goldfish
grass
gray
green
hair
hammering
hammer
hand
handkerchief
hat
head
hen
horn
horse
house
ice cream
ice cream cone
in
iron
pitching
jelly
juice
jumping

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SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

WORDS FROM LANGUAGE MASTER (CONT.)

- keep off
- keep out
- kettle
- key
- kitchen
- kite
- knife
- ladies
- lamp
- leaf
- leg
- letter
- light
- living room
- mailbox
- man
- match
- meat
- milk
- money
- monkey
- moon
- mop
- mother
- mouth
- men
- nail
- nose
- nurse
- out
- pajamas
- paint brush
- painting
- pan
- paper
- pen
- pencil
- piano
- pie
- planet
- pliers
- policeman
- poison
- popcorn
- potato
- private
- pumpkin
- puppy
- pull
- push
- railroad
- ran
- rake
- razor
- red
- road
- roof
- rope
- rug
- running
- safety pin
- sailor
- salt
- sandpaper
- sandwich
- Santa Claus
- saw
- school
- scissors
- screwdriver
- shellac
- shirt
- shoes
- shovel
- show
- skirt
- singing
- sled
- sleeping
- slide
- slow
- snow
- snowman
- soap
- socks
- soldier
- soups
- spoon
- squirrel
- stain
- stamp
- steel wool
- steps
- stool
- stop
- store
- stove
- street
- street light
- sugar
- suit
- swinging
- table
- tacks
- tea
- telephone
- television
- tie
- toast
- toaster
- toothbrush
- toothpaste
- towel
- train
- tray
- tree
- turkey
- underwear
- up
- vacuum cleaner
- valentine
- vegetables
- wagon
- walk
- wastebasket
- watch
- water
- wax
- white
- window
- woman
- woodpecker
- writing
- yellow
- zipper

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

WORD LIST

bag
letter
key
leg
horse
farmer
garden
party
head
table
king
sheep
chair
baby
broom
water
ship
puppy
bus
flag
children
book
arrow
rain

duck
dog
doll
drum
man
milk
monkey
hill
window
bear
snow
farm
sun
car
pear
nest
pig
bed
ring
fire
door
apple
rabbit
chick

girl
gate
grass
goat
gun
house
hand
store
pony
squirrel
hat
wood
mother
owl
bird
jet
boy
nut
fish
box
airplane
school
tail

corn
cake
cup
tree
toys
top
elephant
picture
cap
flower
street
kitten
shoe
ball
pen
pie
wagon
radio
father
basket
eye
train
barn

cat
horn
balloon
bell
apron
cow
feet
queen
her
watch
kite
stick
floor
paper
clock
orange
nose
eggs
bread
road
back
coat
dish

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

WORD LIST

this
ten
five
your
carry
not
cold
what
may
for
stop
have
if
a
see
know
here
red
ran
jump

me
fast
come
who
is
brown
came
went
the
you
out
in
yes
two
old
arms
to
don't
put

all
was
its
on
from
around
under
little
no
with
give
help
too
over
had
look
fly
an
his

down
green
am
her
blue
find
at
get
that
call
yellow
three
are
ride
up
going
by
I
like

play
she
funny
and
saw
go
black
make
has
into
so
after
away
can
said
soon
one
eat
as

SKILL NO.: 5.2 **OBJECTIVE NO.:** 5.2.2

OBJECTIVE: CLIENT SPELLS & WRITES COMMON WORDS

WORD LIST

but
it
will
we
of
kind
hot
draw
run
bring
buy
their
both
new
always
small
been
light
there
write
seven
ask
work

why
does
goes
tell
want
before
better
my
only
hold
together
good
made
again
which
how
own
could
take
eight
four
got
far

us
please
round
pick
fall
try
he
were
cut
any
do
warm
laugh
they
about
think
because
best
walk
use
when
let
keep

shall
hurt
grow
pull
full
him
those
much
show
big
many
or
pretty
thank
then
ate
found
say
just
never
wash
off
them

sit
first
read
myself
be
our
long
clean
did
wish
these
must
start
gave
sing
very
done
open
right
now
sleep
every
drink

COURSE TITLE: PERSONAL IDENTIFICATION

TRAINING SEQUENCE

SKILL AREA: PERSONAL IDENTIFICATION

SKILL AREA NO.: 6.1

OBJECTIVE: CLIENT STATES FULL NAME

OBJECTIVE NO.: 6.1.1

INSTRUCTIONAL MATERIALS REQUIRED: PRINTED SHEETS (CLIENTS NAME)

PERFORMANCE CRITERIA: CLIENT WILL STATE FULL NAME CORRECTLY FOR THREE CONSECUTIVE DAYS AT 100 PERCENT ACCURACY.

APPLICATION: The best results will be obtained when the supervisor works one-to-one with the individual.

PRE-REQUISITE: None required.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client will state his/her full name.	A. Print the client's name on a piece of paper and place it in front of him/her. 1. Implement the following training sequence: a. Client repeats full name with instructor. b. Client repeats first and middle name with instructor and states last name alone. c. Client states first name with instructor and states middle and last name alone. d. Client states full name independently.

COURSE TITLE: PERSONAL IDENTIFICATION

TRAINING SEQUENCE

SKILL AREA: PERSONAL IDENTIFICATION

SKILL AREA NO.: 6.1

OBJECTIVE: CLIENT STATES & WRITES DATE OF BIRTH

OBJECTIVE NO.: 6.1.2

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD
CALENDAR
NUMBER CHART
PAPER
PENCIL
WORKSHEETS (BIRTH DATE NUMBERS AT TOP)

PERFORMANCE CRITERIA: CLIENT WILL STATE AND WRITE DATE OF BIRTH FOR THREE CONSECUTIVE DAYS AT 100 PERCENT ACCURACY.

APPLICATION: The best results will be obtained when the supervisor works one-to-one with the individual.

PRE-REQUISITE: Clients should have completed Objective 3.1.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Before actual training begins, discuss with the client: 1. The month in which he/she was born and how it relates to the four seasons. 2. The day born and how it realtes to the time of the month; whether early, late or in the middle. 3. Clients' age by subtracting the year born from the present year.
A. Client will state own birthdate.	A. For each step give the client the verbal cue: "What is your birthdate?" **1. Client repeats birthdate with instructor.** **2. Client repeats month and day with instructor and states year independently.**

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.2

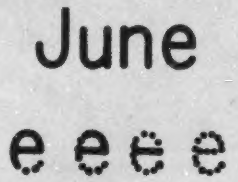
OBJECTIVE: CLIENT STATES & WRITES DATE OF BIRTH

PROCEDURE	KEYPOINTS
	3. Client repeats month with instructor and states day and year independently.
	4. Client states birthdate independently.
	5. Repeat the above steps until the client is able to state birthdate independently.
B. Client will write own birthdate.	
1. Have client write the month.	1. Implement the following training sequence: a. Have client print birthdate by tracing over solid line letters and numbers. b. Client prints birthdate by tracing over broken line letters and numbers. c. Client prints birthdate by tracing over dotted line letters and numbers. d. Prints birthdate by copying the visual cue printed on paper. e. Prints birthdate on blank sheet of paper with no visual cue. For those clients who are functioning at a lower level, it may prove beneficial to implement Method No. 2. METHOD NO. 2 A type of reverse chaining is used by starting with the last letter of clients' birthdate month. These are two ways in which to present the month. They depend upon the clients' ability to screen out distractors. They are: a. The last letter of clients' birthdate month, with the month written across the top of the paper.

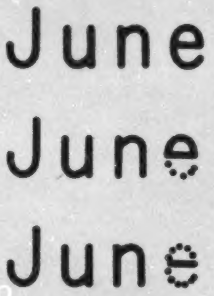
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.2

OBJECTIVE: CLIENT STATES & WRITES DATE OF BIRTH

PROCEDURE	KEYPOINTS

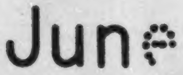


b. The last letter of clients' birthdate month as part of the word.

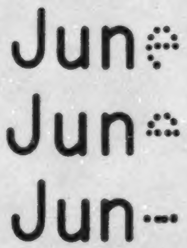


1. Implement the following training steps:

   a. Client will trace letter all but last small part.



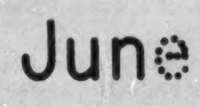
   b. Client will complete the letter with all the letters present but last line. This step continues until client traces all but the first movement of the letter.



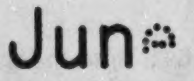
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.2

OBJECTIVE: CLIENT STATES & WRITES DATE OF BIRTH

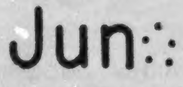
PROCEDURE	KEYPOINTS
	c. Client will trace a broken line letter.



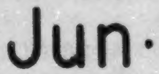
d. Client will trace a partial fade out of the letter:



e. Client will trace letter with dots at crucial points:



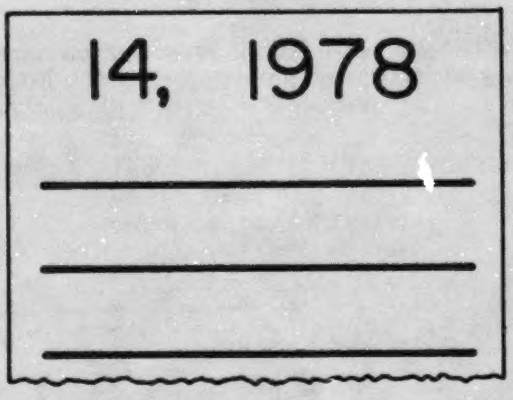
f. Client will write the complete letter with a starting point on a cue:



g. Client will write the complete letter with no cue.

Continue this method for each letter of the month.

PROCEDURE	KEYPOINTS
2. Client will write day and year.	2. Implement the following:
	a. Number to be copied directly above on paper:



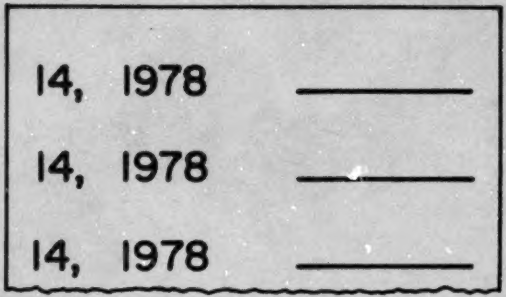
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.2

OBJECTIVE: CLIENT STATES & WRITES DATE OF BIRTH

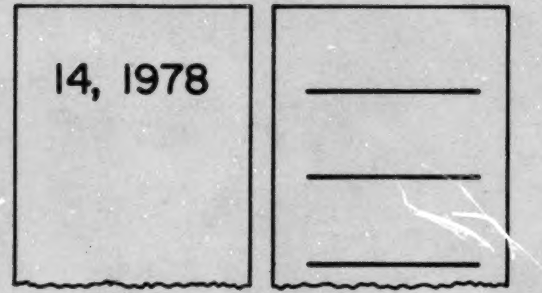
PROCEDURE

KEYPOINTS

b. Numbers to copied next to the numbers on paper:



c. Numbers to be copied on a separate sheet of paper:



d. Numbers to be copied on a black board or chart.

e. Writes complete birthdate when instructed.

COURSE TITLE: PERSONAL IDENTIFICATION

TRAINING SEQUENCE

SKILL AREA: PERSONAL IDENTIFICATION

SKILL AREA NO.: 6.1

OBJECTIVE: CLIENT STATES & WRITES AGE

OBJECTIVE NO.: 6.1.3

INSTRUCTIONAL MATERIALS REQUIRED:
BLACKBOARD
NUMBER CHART
PAPER
PENCIL
WORKSHEETS (AGE CHARTS AT TOP)

PERFORMANCE CRITERIA: CLIENT WILL STATE AND WRITE HIS/HER AGE FOR THREE CONSECUTIVE DAYS AT 100 PERCENT ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual.

PRE-REQUISITE: Clients should have completed Objective 3.1.3.

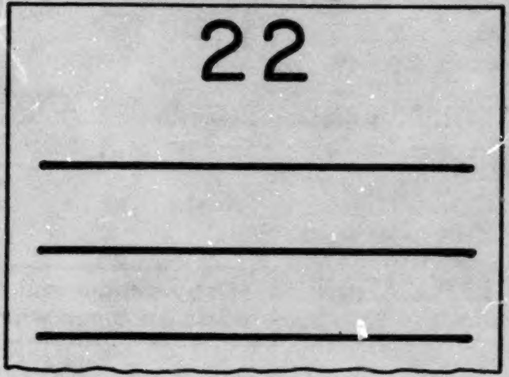
REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client states own age.	A. Implement the following training steps: 1. Client repeats own age with instructor. 2. Client verbalizes own age independently. 3. Repeat numerous times to insure that the individual has learned his/her age.
B. Client will write own age correctly.	B. Client copies number:

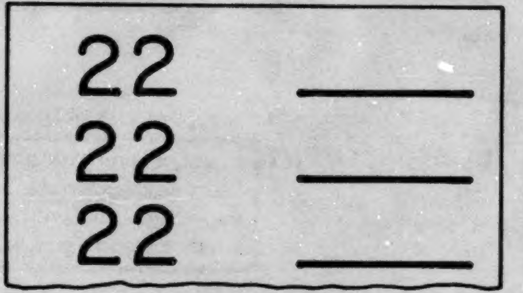
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.3

OBJECTIVE: CLIENT STATES & WRITES AGE

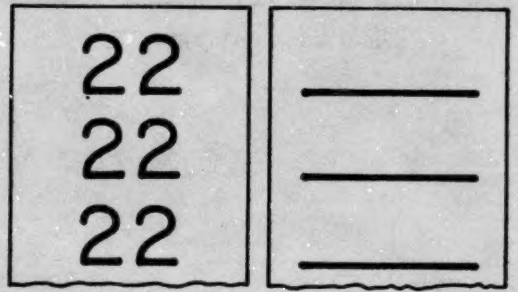
PROCEDURE	KEYPOINTS
	1. Number to be copied directly above on paper:



2. Number to be copied next to the number on paper:



3. Number to be copied on a separate sheet of paper.



4. Number to be copied on a black board or chart.

5. Writes number when asked by instructor.

COURSE TITLE: PERSONAL IDENTIFICATION

TRAINING SEQUENCE

SKILL AREA: PERSONAL IDENTIFICATION

SKILL AREA NO.: 6.1

OBJECTIVE: CLIENT STATES & WRITES HIS/HER SEX

OBJECTIVE NO.: 6.1.4

INSTRUCTIONAL MATERIALS REQUIRED:
BLACKBOARD
NUMBER CHART
PAPER
PENCIL
WORKSHEETS (CLIENTS BIRTH DAY & YEAR AT TOP)

PERFORMANCE CRITERIA: CLIENT WILL STATE AND WRITE HIS/HER SEX FOR THREE CONSECUTIVE DAYS AT 100 PERCENT ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual.

PRE-REQUISITE: Clients should have completed Objective 3.1.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Discuss "male" and "female" by first making a bulletin board display. Have clients bring magazine pictures of men, women, boys, and girls. Discuss that "males" are men and boys and that "females" are women and girls. Put headings on the bulletin board and have clients put their pictures under the correct heading. Use "male" and "female" for headings.
A. Client repeats own sex.	A. For each step give the verbal cue, "What is your sex?" 1. Client repeats own sex, male or female, with instructor. 2. Client repeats own sex, male or female, independently.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.4

OBJECTIVE: CLIENT STATES & WRITES HER/HIS SEX

PROCEDURE	KEYPOINTS
B. Client writes own sex.	B. Implement the following training sequence:

METHOD NO. 1

1. Prints sex (male or female) by tracing over solid line letters.
2. Prints sex (male or female) by tracing over broken line letters.
3. Prints sex (male or female) by tracing over dotted line letters.
4. Prints sex (male or female) by copying the visual cue printed on the paper.
5. Prints sex (male or female) on blank sheet of paper with no visual cue.

For those clients who are functioning at a lower level, it may prove beneficial to implement Method No. 2.

METHOD NO. 2

A type of reverse chaining is used by starting with the last letter of clients' sex name.

There are two ways in which to present the name, they depend on the clients' ability to screen out distractors. They are:

1. The last letter of clients' sex name, with name written across the top of the paper.

Male Female

e e e e e e e e

2. The last letter of clients' sex name as part of the word.

Male Female

Male Female

Male Female

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.4

OBJECTIVE: CLIENT STATES AND WRITES HIS/HER SEX

PROCEDURE	KEYPOINTS
	Implement the following training sequence:

1. Client will trace letter all but the last small part.
2. Client will complete the letter with all the letter present but last line. This step continues until client traces all but the first movement of the letter. (See below)

Male Female

Male Female

Male Female

3. Client will trace a broken line letter:

Male Female

4. Client will trace a partial fade out of the letter:

Male Female

5. Client will trace letter with dots at crucial points:

Male Female

6. Client will write the complete letter with a starting point on a cue:

Mal· Femal·

7. Client will write the complete letter with no cue.

For the remaining letters of the clients' sex name, repeat the same sequence listed above. Always have the client repeat those letter which he/she has already learned.

COURSE TITLE: PERSONAL IDENTIFICATION **TRAINING SEQUENCE**

SKILL AREA: PERSONAL IDENTIFICATION **SKILL AREA NO.:** 6.1

OBJECTIVE: CLIENT STATES AND WRITES ADDRESS **OBJECTIVE NO.:** 6.1.5

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD PAPER PENCIL
WORKSHEETS (CLIENTS STREET NUMBERS AT TOP, SIDE AND ON SEPARATE SHEET)
WORKSHEETS (STREET, CITY, AND STATE IN SOLID, BROKEN, AND DOTTED LINE LETTERS)

PERFORMANCE CRITERIA: CLIENT WILL STATE AND WRITE ADDRESS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual.

PRE-REQUISITE: Clients should have completed objective 3.1.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client states street, city, and state.	A. Implement the following training sequence: 1. Client repeats state with instructor. 2. Client repeats city and state with instructor. 3. Client repeats street, city, and state with instructor. 4. Client repeats street and city with instructor, and verbalizes state independently. 5. Client repeats street with instructor and states city and state independently. 6. Client repeats street numbers with instructor and states street, city, and state independently.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.5

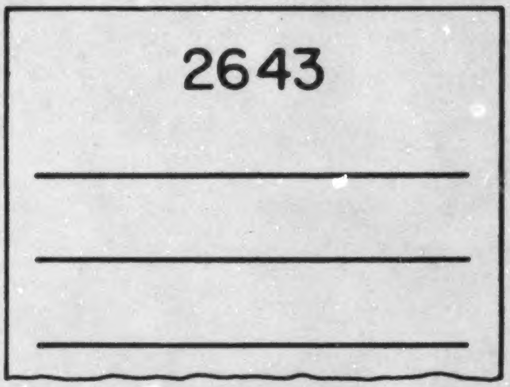
OBJECTIVE: CLIENT STATES AND WRITES ADDRESS

PROCEDURE	KEYPOINTS
	7. Client states address independently.
	8. Repeat process as many times as required.
B. Client will write own address.	B. If the client's address is long or the client needs special work on one letter, then teach one letter at a time. However, it is recommended that the street, city, and/or state be taught as a whole whenever possible.
	METHOD NO. 1
1. Client writes state.	1. Implement the following training sequence: a. Prints address by tracing over solid line letters. b. Prints by tracing over broken line letters. c. Prints address by tracing over dotted line letters. d. Prints address by copying visual cue printed on the paper. e. Prints address on blank sheet with no visual cue.
2. Client writes town.	
3. Client writes street.	
4. Client writes street numbers and street.	
5. Client writes address.	
	When instructing street numbers, implement the following: a. Street numbers to be copied directly below on paper:

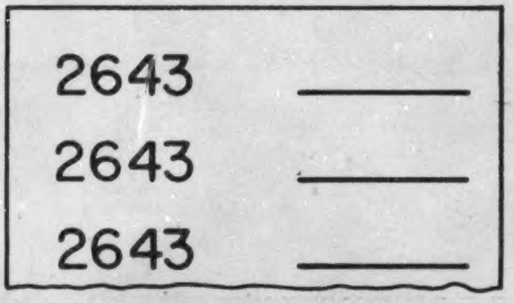
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.5

OBJECTIVE: CLIENT STATES AND WRITES ADDRESS

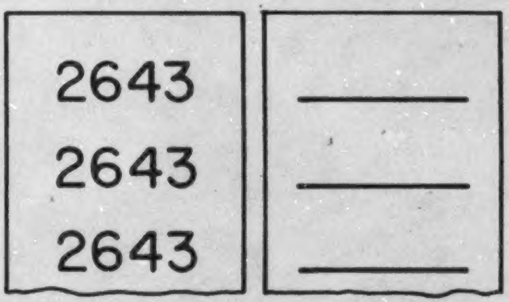
PROCEDURE	KEYPOINTS



b. Street numbers to be copied next to the numbers on paper:



c. Street numbers to be copied on a separate sheet of paper:



d. Street numbers to be copied on a blackboard or chart.

e. Writes address independently when instructed.

For those clients who may be experiencing difficulty with method No. 1, method No. 2 may be implemented.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.5

OBJECTIVE: CLIENT STATES AND WRITES ADDRESS

PROCEDURE	KEYPOINTS

METHOD NO. 2

A reverse chaining process is used–beginning with the last word of client's address.

Two methods of presentation may be used depending on the client's ability to screen out distractors:

1. Last letter of state name with entire name written across the top ot the paper.

IDAHO

OOOO

2. Last letter of state name as part of the word.

IDAHO

IDAHO

IDAHO

Implement the following training sequence:

1. Client will trace letter all but the final small portion of the letter.

IDAHO

2. Client will trace the letter with all of the letter present except the final line. The process continues until client traces all but the first movement of the letter.

IDAHO

IDAHO

IDAHO

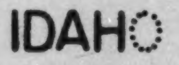
400

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.5

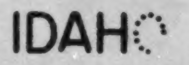
OBJECTIVE: CLIENT STATES AND WRITES ADDRESS

PROCEDURE	KEYPOINTS

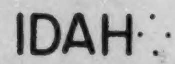
3. Client will trace a broken line letter:



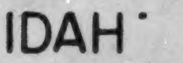
4. Client will trace a partial fade out of the letter:



5. Client will trace letter with dots at crucial points:



6. Client will write the complete letter with a starting point as a cue:



7. Client will write the complete letter with no cue.

For the remaining words of the client's address repeat the same prodecures listed above. Always have the client rewrite those letters previously learned.

When teaching address writing, it is suggested to leave blanks for the letters as they are faded out.

Examples: Idah– Ida–– Id–––

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COURSE TITLE: PERSONAL IDENTIFICATION **TRAINING SEQUENCE**

SKILL AREA: PERSONAL IDENTIFICATION **SKILL AREA NO.:** 6.1

OBJECTIVE: CLIENT STATES AND WRITES TELEPHONE NUMBER **OBJECTIVE NO.:** 6.1.6

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD NUMBER CHART PAPER
PENCIL WORKSHEETS (TELEPHONE NUMBER AT TOP OF SHEET)
WORKSHEETS (TELEPHONE NUMBER ON SIDE OF SHEET)
WORKSHEETS (TELEPHONE NUMBER ON SEPARATE SHEET)

PERFORMANCE CRITERIA: CLIENT WILL STATE AND WRITE HIS/HER TELEPHONE NUMBER FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible --small group instruction may be implemented if each group member is functioning at relatively the same level.

PRE-REQUISITE: Clients should have completed objectives 1.1.3 and 1.1.4.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Have client's telephone number on a piece of paper in front of him/her. Discuss the number, having client read it aloud several times. Remove the paper when instruction begins.
A. Client states telephone number.	A. Implement the following training sequence: 1. Client repeats the last four numbers with the instructor. 2. Client repeats the prefix and the last four numbers with instructor. 3. Client repeats the area code, prefix and the last four numbers with instructor. 4. Client repeats the area code, prefix, with instructor and states the last four numbers independently.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.6

OBJECTIVE: CLIENT STATES AND WRITES TELEPHONE NUMBER

PROCEDURE

KEYPOINTS

5. Client repeats the area code with instructor, and states the prefix and the last four numbers independently.

6. Client states telephone number independently.

7. Repeat process if necessary.

If the above listed training procedure elicits noticeable stress, implement the following steps:

1. Client states telephone number after instructor.

2. Client states telephone number with instructor.

3. Client states first six numbers with instructor and states the last number independently.

4. Client states first five numbers with instructor and states the last two numbers independently.

5. Client states first four numbers with instructor and states the last three numbers independently.

6. Client states the first three numbers with instructor and states the last four numbers independently.

7. Client states the first two numbers with instructor and states the last five numbers independently.

8. Client states the first number with instructor and states the last six numbers independently.

9. Client states telephone number independently.

10. Repeat process if necessary

Explain to the client what is meant by the word "prefix" in relation to a telephone number. Have client state own telephone number by prefix and the last four numbers.

SKILL NO.: 6.1 **OBJECTIVE NO.: 6.1.6**

OBJECTIVE: CLIENT STATES AND WRITES TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	1. Client states prefix after instructor. 2. Client states prefix independently. 3. Client states prefix plus last four numbers after instructor. 4. Client states prefix plus last four numbers independently. When client has mastered own telephone number, introduce the area code. Implement the following training sequence: 1. Client states prefix and last four numbers with instructor. 2. Client states area code, prefix and last four numbers with instructor. 3. Client states the area code with instructor and states the prefix and the last four numbers alone. 4. Client states the area code, prefix, and the last four numbers independently.
B. Client will write telephone number.	B. Breakdown the telephone number into sections in the same manner for teaching writing as was done in the previous training sequence.
1. Client writes the last four numbers of telephone number. 2. Client writes the prefix of telephone number. 3. Client writes the prefix and the last four numbers of the telephone number. 4. Client writes the area code of the telephone number. 5. Client writes complete telephone number.	1. Implement the following training sequence: a. Numbers to be copied directly below on paper: 6098

OBJECTIVE: CLIENT STATES AND WRITES TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	b. Numbers to be copied next to the numbers on the paper: 6098 ______ 6098 ______ 6098 ______ c. Numbers to be copied on a separate sheet of paper: 6098 | ______ 6098 | ______ 6098 | ______ d. Numbers to be copied on a blackboard or chart. e. Writes number independently when instructed. For the remaining numbers of the clients telephone number, repeat the same sequence listed above. Always have the client rewrite those numbers previously learned.

COURSE TITLE: PERSONAL IDENTIFICATION **TRAINING SEQUENCE**

SKILL AREA: PERSONAL IDENTIFICATION **SKILL AREA NO.:** 6.1

OBJECTIVE: CLIENT STATES AND WRITES SOCIAL SECURITY NUMBER **OBJECTIVE NO.:** 6.1.7

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD NUMBER CHART PAPER
PENCIL WORKSHEETS (SOCIAL SECURITY NUMBER AT TOP OF SHEET)
SOCIAL SECURITY CARD WORKSHEETS (SOCIAL SECURITY NUMBER ON SIDE OF SHEET)
WORKSHEETS (SOCIAL SECURITY NUMBER ON SEPERATE SHEET)

PERFORMANCE CRITERIA: CLIENT STATES AND WRITES HIS/HER SOCIAL SECURITY NUMBER FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible -- small group instruction may be implemented if each group member is functioning at relatively the same level.

PRE-REQUISITE: Clients should have completed objectives 1.1.3 and 1.1.4.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Show a social security card. Explain what the number is and how it is used. Ask clients to show their social security card. Emphasize that the cards should be carried with them at all times. Have the client read the number several times before beginning training.
A. Client states social security number.	A. Implement the following training sequence: 1. Client states social security number with instructor. 2. Client states first eight numbers with instructor and states last number independently.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.7

OBJECTIVE: CLIENT STATES AND WRITES SOCIAL SECURITY NUMBER

PROCEDURE	KEYPOINTS
	3. Client states first seven numbers with instructor and states last two numbers independently. 4. Client states first six numbers with instructor and states last three numbers independently. 5. Client states first five numbers with instructor and states last four numbers independently. 6. Client states first four numbers with instructor and states last five numbers independently. 7. Client states first three numbers with instructor and states last six numbers independently. 8. Client states first two numbers with instructor and states last seven numbers independently. 9. Client states first number with instructor and states last eight numbers independently. 10. Client states social security number independently. If the above listed training procedure elicits noticeable stress, implement the following steps: 1. Client states social security number after instructor. 2. Client states social security number with instructor. 3. Client states first eight numbers with instructor, verbalizes the last number alone. 4. Client states first seven numbers with instructor, verbalizes the last two numbers alone. 5. Client states first six numbers with instructor and verbalizes the last three numbers alone.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.7

OBJECTIVE: CLIENT STATES AND WRITES SOCIAL SECURITY NUMBER

PROCEDURE	KEYPOINTS
	6. Client states the first five numbers with instructor and verbalizes the last four numbers alone. 7. Client states the first four numbers with instructor and verbalizes the last five numbers alone. 8. Client states the first three numbers with instructor and verbalizes the last six numbers alone. 9. Client states first two numbers with instructor and verbalizes the last seven numbers alone. 10. Client states the first number with instructor and verbalizes the last eight numbers alone. 11. Client states social security number independently. When client has mastered own social security number, introduce stating the number in segments as it is written (518-64-6090). Implement the following training sequence: 1. Client states middle two and last four numbers with instructor. 2. Client states first three, middle two and last four numbers with instructor. 3. Client states the first three numbers with instructor and verbalizes the middle two and the last four numbers alone. 4. Client states the first three, middle two, and the last four numbers independently.
B. Client will write own social security number.	B. Separate the social security number into sections. (518) (64) (6090)
1. Client writes the last four numbers of social security number.	1. Implement the following training sequence:
2. Client writes the middle two numbers of soical security number.	

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.7

OBJECTIVE: CLIENT STATES AND WRITES SOCIAL SECURITY NUMBER

PROCEDURE

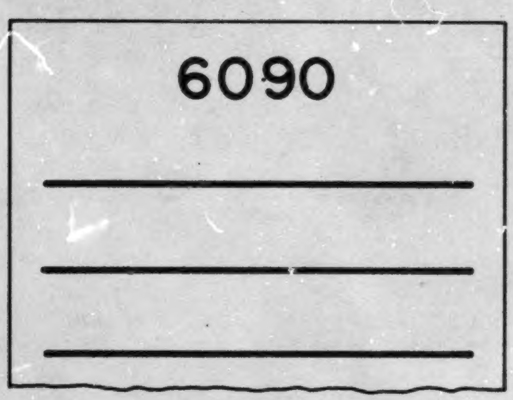
3. Client writes the middle two and the last four numbers of the social security number.

4. Client writes the first three numbers of social security number.

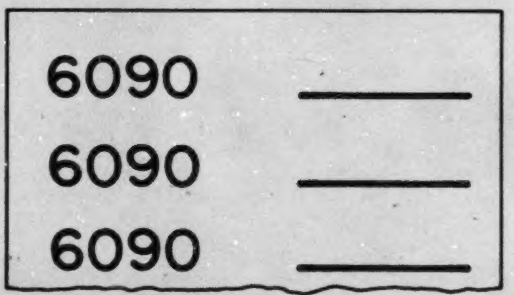
5. Client writes complete social security number.

KEYPOINTS

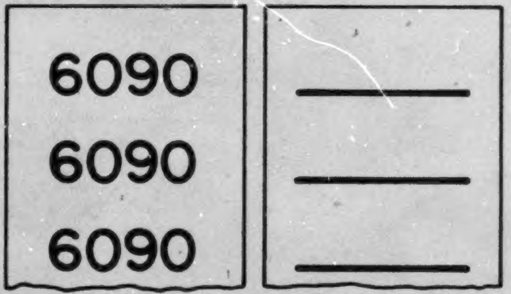
a. Numbers to be copied directly above on paper:



b. Numbers to be copied next to the numbers on the paper:



c. Numbers to be copied on separate sheet of paper:



d. Numbers to be copied on a blackboard or chart.

e. Writes number independently when instructed.

For the remaining numbers of the client's social security number, repeat the same sequence listed above. Always have the client rewrite previously those numbers learned.

COURSE TITLE: PERSONAL IDENTIFICATION **TRAINING SEQUENCE**

SKILL AREA: PERSONAL IDENTIFICATION **SKILL AREA NO.:** 6.1

OBJECTIVE: CLIENT STATES AND WRITES NAMES OF PARENTS **OBJECTIVE NO.:** 6.1.8

INSTRUCTIONAL MATERIALS REQUIRED:
WORKSHEETS (PARENTS NAME IN SOLID LINE LETTERS)
WORKSHEETS (PARENTS NAME IN BROKEN LINE LETTERS)
WORKSHEETS (PARENTS NAME IN DOTTED LINE LETTERS)

PERFORMANCE CRITERIA: CLIENT STATES NAMES OF PARENTS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible – small group instruction may be implemented if each group member is functioning at relatively the same level.

PRE-REQUISITE: None required

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
A. Client states father's and mother's full name.	A. Implement the following training sequence: 1. Client repeats father's name with instructor. 2. Client repeats father's first name with instructor and states last name alone. 3. Client states father's full name independently. 4. Client states father's full name independently, and repeats mother's name with instructor. 5. Client states father's full name independently, repeats mother's first name with instructor, and states mother's last name alone.

SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.8

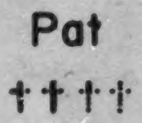
OBJECTIVE: CLIENT STATES AND WRITES NAMES OF PARENTS

PROCEDURE	KEYPOINTS
	6. Client states father's and mother's full name independently.
B. Client writes father's and mother's full name.	B. Implement the same teaching strategies used previously for stating family members names. If the client's family members name is long or if the client needs special work on one letter, then it may be necessary to teach one letter at a time. However, it is recommended that the name be taught as a whole whenever possible. METHOD NO. 1
1. Client writes father's name.	1. Implement the following training sequence:
a. Last name.	
b. First name.	a. Prints name by tracing over solid line letters.
2. Client writes mother's name.	
a. Last name.	b. Prints name by tracing over broken line letters.
b. First name.	
	c. Prints name by tracing over dotted line letters.
	d. Prints name by copying visual cue printed on the paper.
	e. Prints name on blank sheet with no visual cue.
	If the training procedure outlined above does not produce the desired results, it may prove beneficial to implement the following training sequence:
	METHOD NO. 2
	A reverse chaining process is used–beginning with the last letter of parent's first name.
	Two methods of presentation may be used depending on the client's ability to screen out distractors:

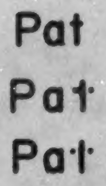
SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.8

OBJECTIVE: CLIENT STATES AND WRITES NAMES OF PARENTS

PROCEDURE	KEYPOINTS
	1. Last letter of entire first name with name written across the top of the paper.

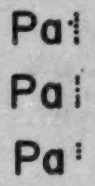


2. Last letter of parent's first name as part of the word.

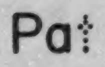


Implement the following training sequence:

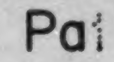
1. Client will trace letter all but the final portion of the letter.
2. Client will trace the letter with all the letter present except the final line. This process continues until client traces all but the first movement of the letter.



3. Client will trace a broken line letter:

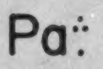
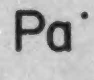


4. Client will trace a partial fade out of the letter:



SKILL NO.: 6.1 **OBJECTIVE NO.:** 6.1.8

OBJECTIVE: CLIENT STATES AND WRITES NAMES OF PARENTS

PROCEDURE	KEYPOINTS
	5. Client will trace letter with dots at crucial points:  6. Client will write the complete letter with a starting point as a cue:  7. Client will write the complete letter with no cue. For the remaining letters of the client's name, repeat the same procedures listed above. Always have the client rewrite letters previously learned. Repeat the procedure for father's and mother's full name. Be certain to begin training with the last name first.

SKILL AREA NO. 7

USE
OF THE
TELEPHONE

COURSE TITLE: USE OF THE TELEPHONE **TRAINING SEQUENCE**

SKILL AREA: USE OF THE TELEPHONE **SKILL AREA NO.:** 7.1

OBJECTIVE: CLIENT ANSWERS TELEPHONE APPROPRIATELY **OBJECTIVE NO.:** 7.1.1

INSTRUCTIONAL MATERIALS REQUIRED: MODEL TELEPHONES

PERFORMANCE CRITERIA: CLIENT WILL ANSWER THE TELEPHONE AND COMMUNICATE FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

PRE-REQUISITE: None Required.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Before beginning instruction, discuss with the group why telephones are needed. Telephones are needed to communicate with others to: 1. Exchange thoughts. 2. Share ideas. 3. Send and receive news. 4. Secure health and safety. 5. Carry on business. List and discuss the rules of courtesy when using the telephone. 1. Answer calls as promptly as possible.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.1

OBJECTIVE: CLIENT ANSWERS TELEPHONE APPROPRIATELY

PROCEDURE	KEYPOINTS
	2. Say "Hello" in a friendly, courteous manner. 3. Answer the telephone by identifying yourself. Say: "Smith's residence, John speaking". 4. Make sure you are understood. Speak clearly and directly into the transmitter. a. Place the receiver firmly against the ear so that a good seal is obtained. b. Place the center of the mouthpiece about three-fourths of an inch from the center of the lips. c. Demonstrate to the clients and have them observe - then perform independently. As the instructor discusses the rules of courtesy, give each client a telephone receiver. Have the clients model the instructor as points of courtesy are being discussed. Emphasize: Be sure the voice is loud enough for the other person to hear you, but not so loud that it will be blurred or indistinct. When beginning instruction, demonstrate the desired manner of picking up the receiver, saying "Hello", saying name, carrying on a conversation and closing with "Good-bye."
A. Client answers telephone appropriately.	
1. Client picks up telephone receiver and says "Hello".	1. Implement the following training sequence: a. Client picks up receiver after instructor has demonstrated. b. Client picks up receiver and says "Hello" after instructor has demonstrated. c. Client picks up receiver and says "Hello" independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.1

OBJECTIVE: CLIENT ANSWERS TELEPHONE APPROPRIATELY

PROCEDURE	KEYPOINTS
2. Client picks up telephone receiver and says "Hello", and says name.	2. Implement the following training sequence: a. Client picks up telephone receiver, says "Hello", and says name after instructor has demonstrated. b. Client picks up telephone receiver, says "Hello", and says name independently.
3. Client picks up telephone receiver, says "Hello", says name and calls person to telephone.	3. Implement the following training sequence: a. Client picks up telephone receiver, says "Hello", says name and calls person to telephone after instructor has demonstrated. b. Client picks up telephone receiver, says "Hello", says name and calls person to telephone independently.
4. Client picks up telephone receiver, says "Hello", says name, and carries on a conversation, and closes with "Good-bye".	4. Implement the following training sequence: a. Client picks up telephone receiver, says "Hello", says name, carries on a conversation, and closes with "Good-bye" after instructor has demonstrated. b. Client picks up telephone receiver, says "Hello", says name, carries on a conversation, and closes with "Good-bye" independently. When instructing the last two procedural steps, utilize role playing in regard to the person placing the call (caller) and the person receiving the call. Initially, the instructor should serve as the role player. When the client becomes more proficient, allow the other clients to be the caller. Have them exchange roles.

COURSE TITLE: USE OF THE TELEPHONE

TRAINING SEQUENCE

SKILL AREA: USE OF THE TELEPHONE

SKILL AREA NO.: 7.1

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

OBJECTIVE NO.: 7.1.2

INSTRUCTIONAL MATERIALS REQUIRED: MODEL TELEPHONES
SMALL MEMO PADS
TELEPHONE NUMBER CUE CARDS

PERFORMANCE CRITERIA: CLIENT WILL DIAL FRIEND, RELATIVE, INFORMATION AND OWN NUMBER FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

PRE-REQUISITE: Clients should have completed objectives 1.1.3. and 7.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Use telephone number cue cards when teaching to dial a telephone number. Instructor should demonstrate dialing the entire number before beginning instruction. List and discuss the rules for dialing: 1. Dial with index finger. 2. Insert finger firmly into position. 3. Turn dial slowly. 4. Push dial to the dial stop. 5. Remove finger and allow dial to return to its original position.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	Have client practice dialing a telephone given one random number at a time.
A. Client dials telephone number.	A. Print numbers to be dialed on index cards.
1. Client dials own number.	1. Implement the following training sequence for each procedural step:
	a. Client points to first number of telephone number on index card.
	b. Client names number.
	c. Client locates number on the dial of the telephone.
	e. Client points to first two numbers of telephone number on index card.
	f. Client names number.
	g. Client locates numbers on the dial of the telephone.
	h. Client dials independently.
	i. Client points to first three numbers of the telephone number on index cards.
	j. Client names numbers.
	k. Client locates numbers on the dial of the telephone and dials independently.
	l. Client points to first four numbers of telephone number on the index card.
	m. Client names numbers.
	n. Client locates numbers on the dial of the telephone and dials independently.
	o. Client points to the first five numbers of the telephone numbers on the index card.
	p. Client names number.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	q. Client locates numbers on the dial of the telephone and dials independently.
	r. Client points to the first six numbers of the telephone number on the index card.
	s. Client names numbers.
	t. Client locates numbers on the dial of the telephone and dials independently.
	u. Client states telephone number.
	v. Client locates numbers on the dial of the telephone and dials independently.
	w. Client dials telephone number independently while looking at the number on the index card.
2. Client dials information.	
3. Client dials friend or relative.	
B. Client places long distance call; direct dial.	B. Emphasize that before dialing any call, put the receiver to the ear and listen for the dial tone. Explain that "out-of-state" refers to any state other than the one in which the client lives. Introduce and explain area code. Show the map which displays the area codes for each state in the telephone directory. Explain that to reach long distance, the client must first dial "1" then the area code and the telephone number.
1. Client will locate and state various area codes.	1. Using the map in the telephone directory implement the following training sequence: a. The client points to state and verbalizes area code after instructor. b. Client verbalizes area code independently when instructor points to state.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	c. Client verbalizes and points to state with instructor.
	d. Client verbalizes and points to state independently.
2. Client will dial "1" plus the area code plus the telephone number.	2. For teaching purposes, place the number on an index card; demonstrate before beginning instruction. Implement the following steps:
	a. Client points to first number of telephone number on index card.
	b. Client names number.
	c. Client locates number on the dial of the telephone.
	d. Client dials independently.
	e. Client points to first two numbers of telephone number on index card.
	f. Client names numbers.
	g. Client locates numbers on the dial of the telephone.
	h. Client dials independently.
	i. Client points to first three numbers of telephone number on index card.
	j. Client names numbers.
	k. Client locates numbers on the dial of the telephone and dials independently.
	l. Client points to first four numbers of telephone number on the index card.
	m. Client names numbers.
	n. Client locates numbers on the dial of the telephone and dials independently.
	o. Client points to the first five numbers of the telephone number on the index card.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	p. Client names numbers.
	q. Client locates numbers on the dial of the telephone and dials independently.
	r. Client points to the first six numbers of the telephone number on the index card.
	s. Client names numbers.
	t. Client locates number on the dial of the telephone and dials independently.
	u. Client points to the first seven numbers of the telephone number on the index card.
	v. Client names numbers.
	w. Client locates numbers on the dial of the telephone and dials independently.
	x. Client points to first eight numbers of telephone number on the index card.
	y. Client names numbers.
	z. Client locates numbers on the dial of the telephone and dials independently.
	aa. Client points to the first nine numbers of the telephone number on the index card.
	bb. Client names numbers.
	cc. Client locates numbers on the dial of the telephone and dials independently.
	dd. Client points to the first ten numbers of the telephone number on the index card.
	ee. Client names numbers.
	ff. Client locates numbers on the dial of the telephone and dials independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	gg. Client states telephone number. hh. Client locates numbers on the dial of the telephone and dials independently. ii. Client dials telephone number independently while looking at the number on the index card. Be certain the client is aware of the dialing order for a long distance, out-of-state call: dial "1" dial area code dial telephone number
3. Client will state the order of numbers for a long distance, out-of-state call.	**3. Implement the following training procedure:** a. Client will verbalize first step of dialing order after instructor. b. Client will verbalize first step of dialing order independently. c. Client will verbalize the first two steps of dialing order after instructor. d. Client will verbalize the first two steps of dialing order independently. e. Client will verbalize the three steps of dialing order with instructor. f. Client will verbalize the first two steps of dialing order with instructor and state the last step independently. g. Client will verbalize the first step of dialing order with instructor and state the last step independently. h. Client will verbalize the steps for a long distance direct dial independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.2

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	Placing a call out-of-town can also be considered a "long distance" call. Explain to the client the dialing order is the same, only the area code is omitted.
4. Client will dial "1" plus the telephone number.	4. For teaching purposes, place the number on an index card. Implement the following training sequences: a. Client points to first number of telephone number on index card. b. Client names number. c. Client locates number on the dial of the telephone. d. Client dials independently. e. Client points to first two numbers of telephone number on index cards. f. Client names numbers. g. Client locates number on the dial of the telephone. h. Client dials independently. i. Client points to first three numbers of telephone number on index card. j. Client names numbers. k. Client locates numbers on the dial of the telephone and dials independently. l. Client points to first four numbers of telephone number on the index card. m. Client names numbers. n. Client locates numbers on the dial of the telephone and dials independently. o. Client points to the first five numbers of the telephone number on the index card.

OBJECTIVE: CLIENT WILL DIAL RELATIVE, FRIEND, INFORMATION, AND OWN TELEPHONE NUMBER

PROCEDURE	KEYPOINTS
	p. Client names numbers.
	q. Client locates numbers on the dial of the telephone and dials independently.
	r. Client points to the first six numbers of the telephone number on the index card.
	s. Client names numbers.
	t. Client locates numbers on the dial of the telephone and dials independently.
	u. Client points to the first seven numbers of the telephone number on the index card.
	v. Client names numbers.
	w. Client locates numbers on the dial of the telephone and dials independently.
	x. Client states telephone number.
	y. Client locates numbers on the dial of the telephone and dials independently.
	Activities: 1. Have clients make a record of the telephone numbers dialed most often. Using a small memo pad list friends and businesses by name and number. Client should refer to memo pad whenever dialing a call.

COURSE TITLE: USE OF THE TELEPHONE **TRAINING SEQUENCE**

SKILL AREA: USE OF THE TELEPHONE **SKILL AREA NO.:** 7.1

OBJECTIVE: CLIENT CAN MAKE A CALL FROM A PAY TELEPHONE **OBJECTIVE NO.:** 7.1.3

INSTRUCTIONAL MATERIALS REQUIRED:
DIMES
NICKELS
MODEL PAY TELEPHONE
QUARTERS

PERFORMANCE CRITERIA: CLIENT WILL MAKE A CALL FROM A PAY TELEPHONE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

PRE-REQUISITE: Clients should have completed objectives 1.2.1. and 7.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	It is vital that the client be aware of how to place a call from a pay telephone. Therefore, before beginning instruction, have the client give ideas on "why" one should know how to use a pay telephone. List ideas either on the blackboard or with the use of an overhead projector. Examples: 1. In case of an accident and there are no other telephones available. 2. Downtown and needed a ride home. 3. At the movies and needed to call for a ride home.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.3

OBJECTIVE: CLIENT CAN MAKE A CALL FROM A PAY TELEPHONE

PROCEDURE	KEYPOINTS
	Before beginning instruction, discuss and demonstrate the steps in using a pay telephone: 1. Take down receiver. 2. Insert money. 3. Listen for the dial tone. 4. Dial number. 5. Retrieve money, if any, from slot before leaving booth. It is suggested that the client be instructed in placing a local call and in obtaining operator assistance when using a pay telephone. Placing a long distance call from a pay telephone may be much too complicated in terms of counting the necessary change. Therefore, for training purposes, instruct the client to use ten cents to either place a local call or to call the operator. Explain to the client that ten cents is used to make a call from a pay telephone. Have clients discuss what equals ten cents; one dime, two nickels. Show clients actual coins. After discussing, ask the following: Instructor: " How much money do I need to place a call on a pay telephone?" Client: "Ten cents." Instructor: "What is ten cents?" Client: "One dime or two nickels." Have several dimes and nickels in front of the client as visual cues. As each question is asked, the client should point to the coin or coins.
A. Client will place a call from a pay telephone.	
1. Client takes the receiver off the hook.	1. Demonstrate before training begins. Implement the following: a. Client picks up receiver after instructor has demonstrated.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.3

OBJECTIVE: CLIENT CAN MAKE A CALL FROM A PAY TELEPHONE

PROCEDURE	KEYPOINTS
	b. Client picks up receiver independently.
2. Client will insert coin or coins into telephone.	2. Implement any type of model telephone coin inserts. Circular holes cut in cardboard will suffice.
a. One dime.	a. Given a dime the client will: 1) Insert coin into slot after instructor has demonstrated. 2) Insert coins independently.
b. Two nickels.	b. Given two nickels the client will: 1) Insert coins into slot after instructor has demonstrated. 2) Insert coins independently.
c. Several dimes.	c. When asked to use dimes the client will: 1) Insert one dime into slot independently.
d. Several nickels.	d. When asked to use nickels the client will: 1) Insert two nickels into slot independently.
3. Client will listen for the dial tone.	3. Emphasize that the dial tone will not sound until the ten cents has been placed into the telephone. Therefore, implement the following: a. Client picks up receiver after instructor has demonstrated. b. Client picks up receiver and inserts money after instructor has demonstrated. c. Client picks up receiver, inserts money, and waits for dial tone after instructor has demonstrated. d. Client picks up receiver, inserts money and waits for dial tone independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.3

OBJECTIVE: CLIENT CAN MAKE A CALL FROM A PAY TELEPHONE

PROCEDURE	KEYPOINTS
4. Client will dial number.	4. Re-emphasize that a dime pays for only local calls or an operator assisted call.
a. Local number.	a. Place the telephone number on an index card. 1) Client states the telephone number. 2) Client locates numbers on the telephone dial. 3) Client dials independently.
b. Operator.	b. Explain to the client that the "0" stands for operator. Implement the following: 1) Client puts finger in "0" and dials to the dial stop after instructor has demonstrated. 2) Client puts finger in "0" and dials to the dial stop independently. 3) Client waits for operator and gives telephone number. Explain to the client that after dialing for the operator, the ten cents will be returned in the change return slot.
5. Client will pick up receiver, insert money, listen for the dial tone, dial number, and check for returned coins.	5. Given the number to call and various change the client will: a. Pick up receiver, insert money, listen for the dial tone, dial number, and check for returned coins after instructor has demonstrated. b. Pick up receiver, insert money, listen for the dial tone, dial number and check for returned coins independently. The instructor might emphasize to the clients that one should always carry a dime in case of an emergency.

COURSE TITLE: USE OF THE TELEPHONE **TRAINING SEQUENCE**

SKILL AREA: USE OF THE TELEPHONE **SKILL AREA NO.:** 7.1

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE **OBJECTIVE NO.:** 7.1.4

INSTRUCTIONAL MATERIALS REQUIRED: MODEL TELEPHONE PAPER PENCIL INDEX CARDS (IN TOWN, OUT-OF-TOWN, AND OUT-OF-STATE INFORMATION NUMBERS)

PERFORMANCE CRITERIA: CLIENT WILL OBTAIN LOCAL, OUT-OF-TOWN, AND OUT-OF-STATE DIRECTORY ASSISTANCE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

PRE-REQUISITE: Clients should have completed objective 7.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Discuss with the clients that the operator will assist in finding a telephone number and/or in placing a call. Emphasize to the clients that they will need a pencil and a piece of paper as will as the name and address of the party they are trying to call when obtaining directory assistance information. The instructor should role play obtaining a number through directory assistance before beginning instruction.
A. Client will call in town information.	A. Demonstrate before training sequence begins. Emphasize to the clients to listen for the tone before dialing. Be certain clients can identify a dial tone.

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SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
1. Client will dial "411".	1. Implement the following training sequence: a. Client picks up receiver after instructor has demonstrated. b. Client puts receiver to ear and listens for tone after instructor has demonstrated. c. Client puts finger in "4" and dials to dial stop after instructor has demonstrated. d. Client puts finger in "1" and dials to dial stop after instructor has demonstrated. e. Client puts finger in "1" and dials to dial stop after instructor has demonstrated. f. Client waits for operator. g. Client picks up receiver, puts receiver to ear and listens for tone, dials "411" to dial stop, and waits for operator–independently.
2. Client gives city name to operator.	2. Emphasize to the client that it is the name of the town in which the person he/she is calling lives. a. Client gives city after instructor has demonstrated. b. Client gives city independently.
3. Client gives name of person.	3. Emphasize to the client that it is the full name of the person. Both first and last names must be given to the operator.
a. Given a name, client states name to operator.	a. Client gives both first and last name to the operator after instructor has demonstrated. b. Client gives both first and last name to the operator independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
4. Client will write the numbers and repeat what has been copied.	4. Stress to the client that writing the number down as the operator gives it and then repeating it will ensure it is copied correctly. a. Client will write down number as it is given by instructor. b. Client will repeat number copied. c. Client will, as it is given, write down number and repeat what is copied.
B. Client will call in-state information.	B. Explain to the client that "in-state" refers to any town that is within the state but not the town in which the client lives. Show the client where the "in-state" information number can be found in the directory. For teaching purposes, put the number on an index card.
1. Client will dial "1" plus 555-1212.	1. Implement the following training sequence: a. Client points to first number of telephone number on index card. b. Client names number. c. Client locates number on the dial of the telephone. d. Client dials independently. e. Client points to first two numbers of telephone number on index card. f. Client names numbers. g. Client locates numbers on the dial of the telephone. h. Client dials independently. i. Client points to first three numbers of telephone number on index card. j. Client names numbers.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
	k. Client locates numbers on the dial of the telephone and dials independently.
	l. Client points to first four numbers of telephone number on the index card.
	m. Client names numbers.
	n. Client locates numbers on the dial of the telephone and dials independently.
	o. Client points to the first five numbers of the telephone number on the index card.
	p. Client names numbers.
	q. Client locates numbers on the dial of the telephone and dials independently.
	r. Client points to the first six numbers of the telephone number on the index card.
	s. Client names numbers.
	t. Client locates numbers on the dial of the telephone and dials independently.
	u. Client points to the first seven numbers of the telephone number on the index card.
	v. Client names numbers.
	w. Client locates numbers on the dial of the telephone and dials independently.
	x. Client states telephone number.
	y. Client locates numbers on the dial of the telephone and dials independently.
	z. Client dials telephone number independently while looking at the number on index card.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
2. Client gives city name to operator.	2. Emphasize to the client this is the name of the town in which the person he/she is calling lives.
	a. Client gives city after instructor has demonstrated.
	b. Client gives city independently.
3. Client gives name of party.	3. Emphasize to the client that it is the full name. Both first and last names must be given to the operator.
a. Given a name, client states name to operator.	a. Client gives both first and last names to the operator after instructor has demonstrated.
	b. Client gives both first and last names to the operator independently.
4. Client will write the number and repeat what has been copied.	4. Stress to the client that writing the number down as the operator gives it and then repeating it will ensure it is copied correctly.
	a. Client will write down number as it is given by instructor.
	b. Client will repeat number copied.
	c. Client will, as it is given, write down number and repeat what is copied.
C. Client will call out-of-state information.	C. Explain that "out-of-state" refers to any state other than the one in which the client lives. Discuss that to reach long distance information, the same number is used that was dialed for "out-of-town" information except the area code is added.
1. Client will dial "1" plus the area code plus 555-1212.	1. Show client where the "out-of-state" information number in the directory can be found. For teaching purposes put the number on an index card. Implement the following training sequence:
	a. Client points to first number of telephone number on index card.
	b. Client names number.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
	c. Client locates number on the dial of the telephone.
	d. Client dials independently.
	e. Client points to first two numbers of telephone number on index card.
	f. Client names numbers.
	g. Client locates numbers on the dial of the telephone.
	h. Client dials independently.
	i. Client points to first three numbers of telephone number on index card.
	j. Client names numbers.
	k. Client locates numbers on the dial of the telephone and dials independently.
	l. Client points to first four numbers of telephone number on the index card.
	m. Client names numbers.
	n. Client locates numbers on the dial of the telephone and dials independently.
	o. Client points to the first five numbers of the telephone number on the index card.
	p. Client names numbers.
	q. Client locates numbers on the dial of the telephone and dials independently.
	r. Client points to the first six numbers of the telephone number on the index card.
	s. Client names numbers.
	t. Client locates numbers on the dial of the telephone and dials independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
	u. Client points to the first seven numbers of the telephone number on the index card.
	v. Client names numbers.
	w. Client locates number on the dial of the telephone and dials independently.
	x. Client points to first eight numbers of telephone number on the index card.
	y. Client names numbers.
	z. Client locates numbers on the dial of the telephone and dials independently.
	aa. Client points to the first nine numbers of the telephone number on the index card.
	bb. Client names numbers.
	cc. Client locates numbers on the dial of the telephone and dials independently.
	dd. Client points to the first ten numbers of the telephone number on the index card.
	ee. Client names numbers.
	ff. Client locates numbers on the dial of the telephone and dials independently.
	gg. Client states telephone number.
	hh. Client locates numbers on the dial of the telephone and dials independently.
	ii. Client dials telephone number independently while looking at the number on the index card.
2. Client gives city and state to operator.	2. Emphasize to the client this is the name of the town in which the person he/she is calling lives.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.4

OBJECTIVE: CLIENT CAN OBTAIN LOCAL, OUT-OF-TOWN AND OUT-OF-STATE DIRECTORY ASSISTANCE

PROCEDURE	KEYPOINTS
	a. Client gives state after instructor has demonstrated.
	b. Client gives state independently.
	c. Client gives city after instructor has demonstrated.
	d. Client gives city independently.
	e. Client gives city and state after instructor has demonstrated.
	f. Client gives city and state independently.
3. Client gives name of person.	3. Emphasize to the client that it is the full name of the person. Both first and last names must be given to the operator.
a. Given a name, client states name to operator.	a. Client gives both first and last name to the operator after instructor has demonstrated.
	b. Client gives both first and last name to the operator independently.
4. Client will write the number and repeat what has been copied.	4. Stress to the client that writing the number down as the operator gives it and then repeating it will ensure it is copied correctly.
	a. Client will write down number as it is given by instructor.
	b. Client will repeat number copied.
	c. Client will, as it is given, write down number and repeat what is copied.
D. Client will role play.	D. Instructor should role play the operator.
1. Calling directory assistance.	
2. Calling directory assistance within the state.	
3. Calling directory assistance outside the state.	

COURSE TITLE: USE OF THE TELEPHONE **TRAINING SEQUENCE**

SKILL AREA: USE OF THE TELEPHONE **SKILL AREA NO.:** 7.1

OBJECTIVE: CLIENT PLACES LOCAL, OUT-OF-TOWN, OUT-OF-STATE CALLS WITH OPERATOR ASSISTANCE **OBJECTIVE NO.:** 7.1.5

INSTRUCTIONAL MATERIALS REQUIRED: INDEX CUE CARDS (VARIOUS TELEPHONE NUMBERS)
MODEL TELEPHONES PAPER PENCIL TELEPHONE DIRECTORY

PERFORMANCE CRITERIA: CLIENT WILL PLACE LOCAL, OUT-OF-TOWN, AND OUT-OF-STATE CALLS THROUGH THE OPERATOR FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

PRE-REQUISITE: Clients should have completed objective 7.1.4.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Discuss with client that the operator will assist in placing the call.
	Explain to the client that there are two types of out-of-town or out-of-state operator-assisted calls, 1) station-to-station, and 2) person-to-person. Person-to-person refers to placing the call for a particular individual. The call is not completed unless the person called is reached. Station-to-station refers to merely placing a call to a number speaking to anyone who answers.
	Explain to client there are two ways to place a call, 1) collect, and 2) your line. Collect means the person you are calling pays the charge. Your line means the call is charged to the person placing the call.
	Stress that when placing a "collect" call, the client must inform the operator.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.5

OBJECTIVE: CLIENT PLACES LOCAL, OUT-OF-TOWN AND OUT-OF-STATE CALLS WITH OPERATOR ASSISTANCE

PROCEDURE	KEYPOINTS
	Role play placing a "collect" call.
	Before training begins, the client must first be able to dial the operator. Implement the following training steps:
A. Client will call the operator.	A. Demonstrate before training sequence begins. Stress to the client to listen for the tone before dialing. Be certain each client can identify a dial tone.
	1. Implement the following steps:
	a. Client picks up receiver after instructor has demonstrated.
	b. Client puts receiver to ear and listens for tone after instructor has demonstrated.
	c. Client puts finger in "0" and dials to dial stop after instructor has demonstrated.
	d. Client waits for operator.
	e. Client picks up receiver, puts receiver to ear, and listens for dial tone, dials "0" to dial stop, releases finger, and waits for operator independently.
B. Client will place a local operator-asisted call.	B. Demonstrate before beginning training. Implement the following steps:
1. Client calls operator.	1. Client picks up receiver, puts receiver to ear and listens for tone, dials "0" to dial stop, releases finger and waits for operator independently.
2. Client gives phone number from index cards.	2. Use the following steps:
	a. Client states phone number after instructor has demonstrated.
	b. Client states phone number independently.
3. Client places call independently.	
C. Client will place an out-of-town operator-assisted call.	C. Demonstrate before training begins. Implement the following steps:

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.5

OBJECTIVE: CLIENT PLACES LOCAL, OUT-OF-TOWN, OUT-OF-STATE CALLS WITH OPERATOR ASSISTANCE

PROCEDURE	KEYPOINTS
1. Client calls operator.	1. Client picks up receiver, puts receiver to ear and listens for tone, dials "0" to dial stop and waits for operator.
2. Client gives city name to operator.	2. Emphasize to the client this is the name of the town in which the person he/she is calling lives. Demonstrate before training begins. Implement the following: a. Client states city after instructor has demonstrated. b. Client states city independently.
3. Client states if the call is to be collect.	3. Inform client that he/she will be making a collect call. a. Client states "collect" after instructor has demonstrated. b. Client states "collect" independently.
4. Client states if the call is to be person-to-person.	4. Give client the name of the person to call before beginning instruction. a. Client states "person-to-person" after instructor has demonstrated. b. Client states "person-to-person" independently.
5. Client gives name of party if call is placed person-to-person.	5. Emphasize to the client that it is the full name of the person. Both first and last names must be given to the operator. Demonstrate before training begins. Implement the following:
a. Given a name, client states name to operator.	a. Client gives both first and last name to the operator after instructor has demonstrated. b. Client gives both first and last name to the operator independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.5

OBJECTIVE: CLIENT PLACES LOCAL, OUT-OF-TOWN, OUT-OF-STATE CALLS WITH OPERATOR ASSISTANCE

PROCEDURE	KEYPOINTS
6. Client gives phone number to operator.	6. Point out to clients that out-of-town numbers have a different prefix number. a. Client will state number after instructor has demonstrated. b. Client will say number independently.
7. Client will place call independently. a. Collect. b. Person-to-Person.	7. Give client needed information. Cue only when client requires assistance.
D. Client will place an "out-of-state" operator-assisted call.	
1. Client calls the operator.	
2. Client gives city and state to operator.	
3. Client gives operator the details of the call. a. Collect. b. Person-to-person, giving name of person wishing to speak to.	
4. Client gives telephone number to operator.	4. Stress to client that the area code is to be included in the number. Suggest to have the number on a piece of paper to refer to when placing call. For training purposes, have number on an index card. Implement the following: a. Client will say the area code after instructor. b. Client will say area code independently. c. Client will say last seven numbers after instructor. d. Client will say last seven numbers independently. e. Client will say complete number after instructor. f. Client will say complete number independently.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.5

OBJECTIVE: CLIENT PLACES LOCAL, OUT-OF-TOWN, OUT-OF-STATE CALLS WITH OPERATOR ASSISTANCE

PROCEDURE	KEYPOINTS
5. Client will place call.	
a. Person-to-person.	a. Give client name and number. Demonstrate before client goes through steps.
b. Collect.	b. Demonstrate before client goes through steps.
6. Client will place an "out-of-state" operator-assisted call independently.	6. Give client needed information. Cue only when client requires assistance.
a. Person-to-person.	
b. Collect.	
E. Client will role play:	E. Instructor should role play the operator.
1. A local operator-assisted call.	
2. An out-of-town operator-assisted call.	
3. An out-of-state operator-assisted call.	
4. A call placed collect.	
5. A call placed person-to-person.	
	Stress to client to give the information only after the operator has asked for it.

COURSE TITLE: USE OF THE TELEPHONE **TRAINING SEQUENCE**

SKILL AREA: USE OF THE TELEPHONE **SKILL AREA NO.:** 7.1

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY **OBJECTIVE NO.:** 7.1.6

INSTRUCTIONAL MATERIALS REQUIRED: MODEL TELEPHONES TELEPHONE BOOKS
SHEETS OF EMERGENCY LISTINGS

PERFORMANCE CRITERIA: CLIENT WILL LOCATE, CALL, AND GIVE EMERGENCY INFORMATION FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: Much repetition will be required. The best results will be obtained when the supervisor works one-to-one with the individual. However, in most instances, this will not be possible–small group instruction may be implemented if each group member is functioning at relatively the same level in terms of telephone skills.

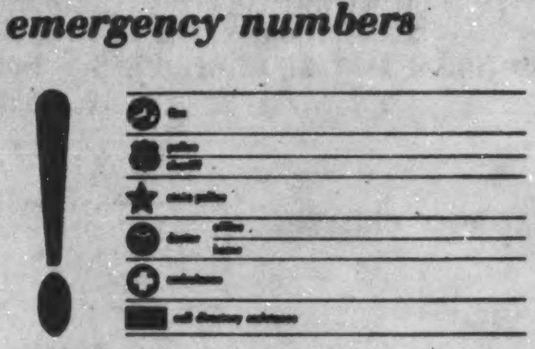
PRE-REQUISITE: Clients should have completed objectives 6.1.1., 6.1.5. and 7.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Discuss with clients the importance of knowing the telephone numbers needed in case of an emergency. Emphasize that being able to dial the number immediately may save someone's life. Show clients the section of the directory used to write down these emergency numbers. Ask clients what numbers they think should be listed as emergency numbers. List on the blackboard. Examples: Fire, police, sheriff, state police, doctor (office and home), ambulance. Give client an emergency number worksheet. Have client fill in the blanks as the instructor does so on the board.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.6

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY

PROCEDURE	KEYPOINTS
	
	Emphasize to the client that if the number to call is not known, give the emergency information to the operator. Before teaching the client to call for emergency help, it is vital that client can read key words. Therefore, implement the following training steps:
A. Client reads key words: fire, police, and doctor.	
1. Fire.	1. Introduce each work separately then repeat sequence for all three. a. Client will match the words when given both a verbal and written cue. b. Client will find the word(s) when given both a verbal and written cue. c. Client will read the word (s) given a written cue only. Have clients find the word on a list or a chart.
2. Police.	
3. Doctor.	
4. Fire, police, doctor.	
B. Fire.	B. Stress that it is important to report all types of fires.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.6

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY

PROCEDURE	KEYPOINTS
1. Client finds word fire inside the cover of the telephone book.	1. Implement the following training steps: a. Client finds word after instructor has demonstrated. b. Client finds word independently.
2. Client locates number.	a. Client locates number after instructor has demonstrated. b. Client locates number independently.
3. Client dials number.	a. Client points to and dials number after instructor has demonstrated. b. Client points to and dials number independently.
4. Client gives information.	4. Client's name and location of fire.
a. Client's name.	a. Emphasize that the client must give his/her full name. 1) Client states full name after instructor has demonstrated. 2) Client states full name independently.
b. Location of fire.	b. Emphasize to give precise directions. 1) Client will give address after instructor has demonstrated. 2) Client will give address independently. Example: "I want to report a fire at ––––."
5. Client will make an emergency fire call independently.	5. Give address to client. Cue only when necessary.
C. Doctor.	C. Emphasize to the client that it is very important to call a doctor in case of any bodily injury. Have clients give examples of injuries that require a doctors care. Discuss.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.6

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY

PROCEDURE	KEYPOINTS
1. Client finds word doctor inside cover of telephone book.	1. Implement the following training steps: a. Client finds word after instructor has demonstrated. b. Client finds word independently.
2. Client locates number.	a. Client locates number after instructor has demonstrated. b. Client locates number independently.
3. Client dials number.	a. Client points to and dials number after instructor has demonstrated. b. Client points to and dials number independently.
4. Client gives information.	4. Name of the person injured and the address where injured person is.
a. Gives name of injured person.	a. Could be a family member, a friend or someone that the client does not know. In this case only the location is necessary. 1) Client states injured persons full name after instructor has demonstrated. 2) Client states injured persons full name independently.
b. Client gives address where injured person is located.	b. Emphasize to give precise directions--street number and street. 1) Client will state address after instructor has demonstrated. 2) Client will give address independently. Example: "------" needs a doctor at ---------- (address)."
5. Client will make an emergency call to the doctor independently.	5. Give needed information to client. Cue only when necessary.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.6

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY

PROCEDURE	KEYPOINTS
D. Police.	D. Have the clients list the reasons why the police should be notified. List on the blackboard and discuss with clients. Some examples are: car accident, burglar, disturbance of the peace, fight, etc..
1. Client finds word police inside cover of telephone book.	a. Client finds word after instructor has demonstrated. b. Client finds word independently.
2. Client locates number.	a. Client locates number after instructor has demonstrated. b. Client locates number independently.
3. Client dials number.	a. Client points to and dials number after instuctor has demonstrated. b. Client points and dials independently.
4. Client gives information.	4. Client's full name and address of where the policemen is needed.
a. Client states full name.	a. Both first and last name.
b. Client gives address of where the policeman is needed.	b. Emphasize to give precise directions–street number and street, and name of building if necessary. (Example: Pizza Palace) 1) Client will state address after instructor has demonstrated. 2) Client will give address independently.
5. Client will make an emergency call to the police independently.	5. Give client the needed information. Cue only when necessary.

SKILL NO.: 7.1 **OBJECTIVE NO.:** 7.1.6

OBJECTIVE: CLIENT WILL LOCATE, CALL, AND GIVE NEEDED INFORMATION IN CASE OF AN EMERGENCY

PROCEDURE	KEYPOINTS
E. Client will role play: 1. Emergency fire call. 2. Emergency doctor call. 3. Emergency police call.	E. Instructor should role play each of the emergencies.

SKILL AREA NO. 8
USE
OF THE
POST OFFICE

COURSE TITLE: USE OF THE POST OFFICE

TRAINING SEQUENCE

SKILL AREA: USE OF THE POST OFFICE

SKILL AREA NO.: 8.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

OBJECTIVE NO.: 8.1.1

INSTRUCTIONAL MATERIALS REQUIRED: 1¢, 5¢, 9¢, 10¢, AND 13¢ STAMPS ADDRESSED ENVELOPES CARDBOARD DIALS COINS CRAYONS GROCERY SACKS IN-TOWN AND OUT-OF-TOWN BOXES MARKS-A-LOT NEIGHBORHOOD MAP NYLON TAPE PADDLE LOCK AND KEY POSTCARDS POSTMARKED LETTERS P.O. BOX APPLICATIONS SCISSORS SHOE BOXES SMALL OBJECTS TWINE VENDING MACHINE FRONT

PERFORMANCE CRITERIA: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY. CLIENTS FAMILIARITY WITH SERVICES OFFERED BY THE POST OFFICE SHALL BE SUBJECT TO THE INDIVIDUAL INSTRUCTOR'S DISCRETION.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Client's should have completed objective 1.2.8.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Display a letter, an addressed envelope, various stamps, a picture of a post office, a picture of a mail carrier, a picture of the inside of a post office, and pictures of mail being loaded onto trucks, buses, trains, and airplanes. If feasible, take the clients on a field trip to the post office before beginning the training. At the post office point out the items previously discussed.
A. Client defines a post office.	A. A place where stamps are purchased and where magazines and packages and letters are received and mailed.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
B. Client knows pertinent information about the post office.	
1. Location.	**1. Explain the location of the post office in relation to places which are familiar to the client. Draw a large map, either on the blackboard or by using an overhead projector, indicating the locations which are familiar to the client and the locations of the post office.** **Implement the following training procedure using the map:** **a. Client will locate and point to the post office with instructor.** **b. Client will locate and point to the post office after instructor has demonstrated.** **c. Client will locate and point to the post office independently.**
2. Hours.	**2. The main window is open Monday through Friday from 8:30 a.m. to 5:00 p.m. The lobby is open daily from 6:00 a.m. to 10:00 p.m.**
3. Final mail pickup.	**3. The last pickup of the day is always in the evening. Standard time is 9:30 p.m.** For item number 2 and number 3 discussed above, implement the following training procedure: Instructor will give verbal cue, "What hours are the post office open?" or "When is the final mail pickup?". **1. Client states time after instructor has demonstrated.** **2. Client states time with instructor after instructor has demonstrated.** **3. Client states time independently when asked.** As the hours may be different for many towns and cities, be certain to check with your local postmaster for the correct times.

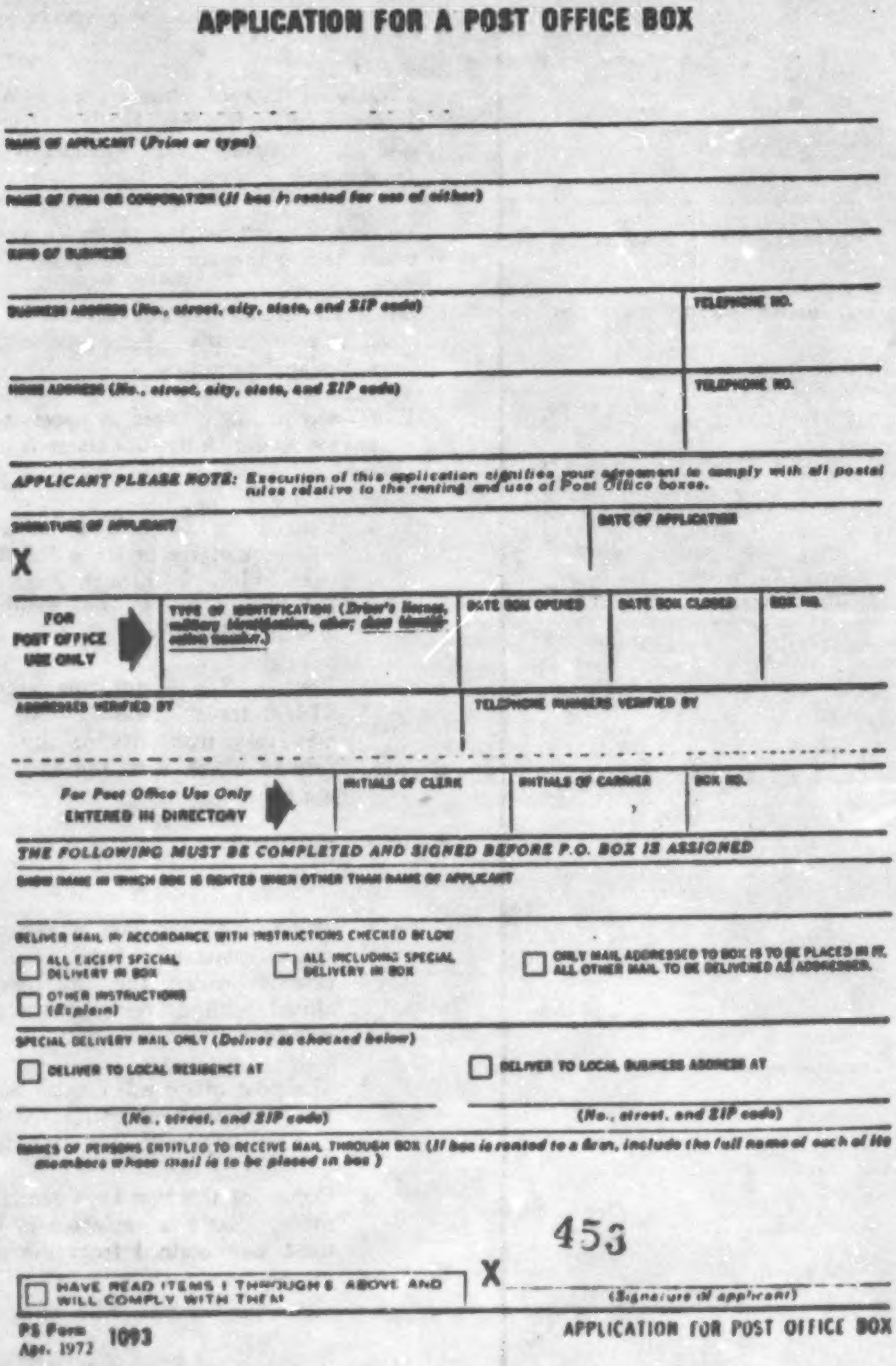
SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
C. Client identifies and explains a post office box.	C. Each person has an individual post office box where his/her mail is dropped. A post office box is used instead of having the mail delivered to the home or apartment. Display a picture showing post office boxes. Explain that each box has a number and can be opened only with a key or a combination. Be sure to point out the post office boxes when taking the trip to the post office.
D. Client fills out an application for a post office box.	D. Show an application and discuss it thoroughly with clients. Read and explain the entire application.
1. Rules.	1. Review as many times as necessary to ensure client fully understands each rule. a. Rent is to be paid in advance, either quarterly or for a full fiscal year (July 1 through June 30). Failure to do so will result in closure of the box. Rent is $28.00 for one year or $14.00 for six months. The cost may vary from city to city. Be sure to check with the area postmaster. b. The box is to be used for mail only. c. The use of the box is restricted to one person or family. If this rule is broken, the box may be closed without reimbursement of money. d. The post office will furnish one or two keys without charge. If lost, a new key will cost 50 cents. e. Copies of the box keys cannot be made. Extra or replacement keys must be obtained from the postmaster.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE



APPLICATION FOR A POST OFFICE BOX

NAME OF APPLICANT (*Print or type*)

NAME OF FIRM OR CORPORATION (*If box is rented for use of either*)

KIND OF BUSINESS

BUSINESS ADDRESS (*No., street, city, state, and ZIP code*) | TELEPHONE NO.

HOME ADDRESS (*No., street, city, state, and ZIP code*) | TELEPHONE NO.

APPLICANT PLEASE NOTE: *Execution of this application signifies your agreement to comply with all postal rules relative to the renting and use of Post Office boxes.*

SIGNATURE OF APPLICANT | DATE OF APPLICATION

X

FOR POST OFFICE USE ONLY ➡	TYPE OF IDENTIFICATION (*Driver's license, military identification, other; show identification number.*)	DATE BOX OPENED	DATE BOX CLOSED	BOX NO.

ADDRESSES VERIFIED BY | TELEPHONE NUMBERS VERIFIED BY

For Post Office Use Only ENTERED IN DIRECTORY ➡	INITIALS OF CLERK	INITIALS OF CARRIER	BOX NO.

THE FOLLOWING MUST BE COMPLETED AND SIGNED BEFORE P.O. BOX IS ASSIGNED

SHOW NAME IN WHICH BOX IS RENTED WHEN OTHER THAN NAME OF APPLICANT

DELIVER MAIL IN ACCORDANCE WITH INSTRUCTIONS CHECKED BELOW

☐ ALL EXCEPT SPECIAL DELIVERY IN BOX ☐ ALL INCLUDING SPECIAL DELIVERY IN BOX ☐ ONLY MAIL ADDRESSED TO BOX IS TO BE PLACED IN IT. ALL OTHER MAIL TO BE DELIVERED AS ADDRESSED.

☐ OTHER INSTRUCTIONS (*Explain*)

SPECIAL DELIVERY MAIL ONLY (*Deliver as checked below*)

☐ DELIVER TO LOCAL RESIDENCE AT ☐ DELIVER TO LOCAL BUSINESS ADDRESS AT

(*No., street, and ZIP code*) (*No., street, and ZIP code*)

NAMES OF PERSONS ENTITLED TO RECEIVE MAIL THROUGH BOX (*If box is rented to a firm, include the full name of each of its members whose mail is to be placed in box*)

☐ HAVE READ ITEMS 1 THROUGH 6 ABOVE AND WILL COMPLY WITH THEM

X

(*Signature of applicant*)

PS Form 1093
Apr. 1972

APPLICATION FOR POST OFFICE BOX

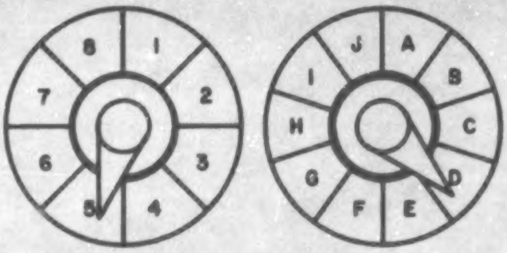
SKILL NO.: 8.1 **OBJECTIVE NO.: 8.1.1**

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
2. Name.	2. Client's full name, first, middle, and last.
3. Kind of business.	3. The client's occupation.
4. Business address.	4. Where the client works.
5. Business telephone number.	5. Telephone number at client's place of work.
6. Home address.	6. Where client lives.
7. Home telephone number.	7. Client's home telephone number.
8. Signature.	8. Client's name signed in ink.
9. Date of application.	9. Date application filled out by client.
	Review the above information until the client can state and/or write the information independently.
	It is suggested to obtain application forms from the post office on which the client can practice.
	For those clients who cannot write, the information should be given orally and the application filled out by the instructor or aide.
	Emphasize that if they desire a post office box and need help with the application, to bring it to the classroom.
	Emphasize to the client that he/she is required to sign the application in two separate places.
	The second signature deals with the applicant marking how the mail is to be delivered. This section should be thoroughly covered and explained to the client.
	It is suggested however, that the client have all his/her mail placed in the box to lessen confusion regarding where the mail is to be delivered.
E. Client can open a post office box.	E. Because opening a post office box using a key should pose little difficulty, the combination box will be thoroughly discussed.
1. Key box.	1. Practice with a padlock and a key.
2. Combination box.	2. A combination box can be either a number dial or a letter dial.

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS



Using a large cardboard constructed dial, demonstrate and explain how to use a combination dial. Explain using both the numbers and the letters.

a. Clear the dial by making three revolutions to the right stopping on ––––. (Number or letter to be selected by the instructor.)

b. Turn the dial to the left two revolutions stopping on ––––. (Number or letter to be selected by the instructor.)

c. Turn the dial to the right stopping on ––––. (Number or letter to be selected by the instructor.)

d. Turn latch key to the left to open.

Given a small cardboard dial and the lock combination, the client will:

1. Point to the first number or letter and move the dial while the instructor demonstrates.
2. Point to the first number or letter and move the dial after the instructor has demonstrated.
3. Point to the first number or letter and move the dial independently.

Repeat the procedure for each number or letter separately, then have the client:

1. Read the combination and open the lock while the instructor demonstrates.

SKILL NO.: 8.1 **OBJECTIVE NO.: 8.1.1**

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
	2. Read the combination and open the lock after the instructor has demonstrated.
	3. Read the combination and open the lock independently.
	If possible, take the clients to the post office and have each open an actual combination box. Most post offices will allow this learning exercise if notified and asked in advance.
F. Client states what a postage stamp is.	F. An adhesive stamp which is issued by the government for use on mail in order to prove prepayment of postage. Review thoroughly until the client can state the definition independently.
G. Client states the cost of mailing.	G. Stress to the client that in order to mail a letter or a card, a stamp must be purchased and placed on the parcel.
1. Letter.	1. Thirteen cents (13) will send a letter anywhere within the United States.
2. Postcard.	2. Nine cents (9) will send a post card anywhere within the United States. Review thoroughly with the client until he/she can state the costs independently. It is felt that the client should be made aware of mailing by air mail or special delivery. Therefore, discuss the following data: Air Mail - used when sending mail overseas. Cost is 31 cents for every half-ounce. Special Delivery - if you want a letter hand delivered. The party must sign for the letter. Cost is $1.25 plus postage.
H. Client will state where stamps can be purchased.	H. Explain to the clients that stamps can be purchased either at the post office customer window or at a stamp vending machine.
1. Post office.	1. Stamps can be purchased one at a time, or in varying quantities.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
2. Vending machines.	2. Show a picture of a stamp vending machine. Stress to the client that the machine requires and exact amount of change.

Vending machines which can be used when the customer window is closed, are located at the post office, in various grocery and drug stores, in hotel lobbies and some restaurants.

Implement the following training procedures:

Post office

List on the blackboard specified coins and the number of stamps each will buy. Discuss by showing the coins and the stamps each will buy. Have the clients make their own lists of coins and stamps.

25¢ - 1 stamp - 12¢ change
50¢ - 3 stamps- 11¢ change
75¢ - 5 stamps- 10¢ change
$1. - 7 stamps - 9¢ change

1. Review the cost and the number of stamps purchased with the client until he/she can state which coins will purchase a specified number of stamps. Example: "You want three stamps. Which coin do you need to buy three 13¢ stamps?" Answer: 50 cents.

   Repeat procedure for each coin and dollar amount.

2. Give the client various coins and bills. Tell him/her he/she needs to purchase "X" number of stamps. How much money does he/she need. Example: "You want five 13 stamps. How much money do you need?" Client will verbalize and pick up 75 cents.

   Repeat procedure for each coin and dollar amount.

Vending Machine

List on the blackboard the specific coins and the number of stamps each will buy. Discuss by showing the coins and the stamps each will buy.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS

Have the clients make their own lists of coins and stamps.

5¢ - 5 1¢ stamps
10¢ - 2 5¢ stamps
25¢ - 2 10¢ stamps
and 5 1¢ stamps

It is of major importance that the client understand that several stamps can "add up" to 13 cents. Demonstrate how several stamps combine to make 13 cents.

2 5¢ stamps and 3 1¢ stamps = 13¢
1 10¢ stamp and 3 1¢ stamps = 13¢
1 5¢ stamp and 8 1¢ stamps = 13¢

Have the client arrange the above combinations one at a time:

a. With the instructor.

b. After the instructor has demonstrated.

c. Independently without cueing.

Give the clients problems such as: "You have a 10 cent stamp. What do you need to buy to mail your letter?" Answer: Three one cent stamps.

Repeat the procedure to include all stamp combinations which add up to thirteen cents.

Draw a likeness of the front of a vending machine on a medium sized cardboard box or show an enlarged picture of an actual stamp machine. Point out the type of money slots and how each slot is marked for certain coins. Stress the importance of putting the right coin into its proper slot.

It is very important to point out that the stamp vending machines located in most stores charge more than is received in stamps. For example, 25 cents will buy only two 10 cent stamps. Demonstrate this on a field trip to a store.

On the field trip to the post office allow clients to purchase stamps from the vending machine.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
I. Client can mail a letter.	I. A letter can be mailed from two locations; 1) the post office, and 2) street mail boxes. Show a picture of a street mail box and/or point out one while on a field trip. Show a picture and/or an enlarged drawing of a mail drop inside the post office, illustrating the IN-TOWN and OUT-OF-TOWN slots.
1. Post office.	1. There are several places at the post office where letters can be mailed. a. Inside: There are two special slots inside the post office for mailing letters and cards; IN-TOWN mail and OUT-OF-TOWN mail. IN-TOWN - those cards and letters going to people or business in town in which you live. OUT-OF-TOWN - those cards and letters going to any town or state other than where you live. **Activities:** Have two cardboard boxes, one marked IN-TOWN and the other OUT-OF-TOWN. Give clients a quantity of addressed envelopes and have them sort those going in town and those going out of town. b. Outside: There are two mail boxes outside the post office marked IN-TOWN and OUT-OF-TOWN. Mail is to be separated and deposited into the boxes in the same manner as inside the post office.
2. Street mail boxes.	2. These are large dark green boxes that are located at various street corners and shopping centers. The boxes are marked with a large eagle and U.S. Mail printed on the sides. Both IN-TOWN and OUT-OF-TOWN letters are mailed together. Explain to the client that each mail box has a specific time that the postman picks up the letters that have been deposited. This time is posted

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
	on the front of the box. Take a special trip to the nearest street corner mail box. Point out the pick-up schedule.
3. Given various letters, client will mail them from inside the post office and at a corner mail box, independently.	3. Have several in-town and out-of-town letters that the client will be required to separate for mailing at the post office.
J. Client states meaning of post-marked.	J. The post office marks out the stamp on a letter to indicate that the stamp has been used. This process is called "canceling-out" a stamp. Show the client envelopes with cancelled stamps. Compare these with envelopes that have been stamped but not yet mailed. Repeat thoroughly until the client can state the definition independently. Activities: If possible, take the clients into the mailing department of the post office and show them how a stamp is cancelled.
K. Client will mail a package.	K. Packages can be mailed only from the post office customer window. The package must be weighed to determine the amount of postage.
1. Wrapping.	a. The contents must be protected to avoid breakage. This can be done with tissue or old newspaper. Any material that is easily wrapped around the contents will suffice. b. The outside of the package must be wrapped in a coarse paper, like the type used for a grocery sack, and bound with tape or coarse string. If the package is large, a small rope may be used. Activities: The best learning technique will be to have the clients actually wrap a package. Therefore, implement the following training sequence:

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE	KEYPOINTS
	Given - 1) Shoe box or box of equal size. 2) Small, loose articles to pack into box. 3) Old newspaper. 4) Large grocery sacks and a pair of scissors. 5) Nylon tape and twine.
	Have the client wrap a package: a. While the instructor demonstrates. b. After the instructor has demonstrated. c. Independently.
	The postal service suggests the use of nylon tape instead of scotch or adhesive tapes. Either the twine or the nylon tape can be used.
	Twine is suggested instead of regular cotton string.
	Repeat the procedure as many times as is necessary in order for the client to master wrapping a package.
2. Addressing.	2. The address of the party to whom the package is being sent, and the address of the sender. Addresses are to be written on both sides of the package in either black crayon or with a black felt pen.
	Have the clients practice by addressing an empty shoe box that has been wrapped.
3. Mailing.	3. Take the clients into the post office to the customer window and have the package weighed to determine the cost of the postage.
a. Cost.	a. The postage for packages is determined by the weight of the parcel and the distance it is being mailed.

SKILL NO.: 8.1 **OBJECTIVE NO.:** 8.1.1

OBJECTIVE: CLIENT WILL BUY STAMPS, MAIL LETTERS, MAIL PACKAGES, AND BE FAMILIAR WITH SERVICES OFFERED BY THE POST OFFICE

PROCEDURE

KEYPOINTS

Discuss with the clients that a package can be insured for its value. It is suggested to merely explain the charges to give the clients an idea of how much it would cost to insure a particular article.

For an article valued at:

$15.00	cost to insure	40 cents
$50.00	cost to insure	60 cents
$100.00	cost to insure	80 cents
$150.00	cost to insure	$1.00
$200.00	cost to insure	$1.20

The clients might role play insuring a package.

Stress to the client to mark "fragile" on the outside of the package to be mailed if the contents may break easily.

SKILL AREA NO. 9

TRANSPORTATION

COURSE TITLE: TRANSPORTATION

TRAINING SEQUENCE

SKILL AREA: TRANSPORTATION

SKILL AREA NO.: 9.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES.

OBJECTIVE NO.: 9.1.1

INSTRUCTIONAL MATERIALS REQUIRED: ARROW FLASH CARDS
FLASH CARDS (RED, YELLOW, GREEN) HIGHWAY SIGNS KIRSHNER ARROW SHEET
LARGE THREE BLOCK AREA MAP MAP OF HOME NEIGHBORHOOD METRONOME
ROPE TAPE WORKSHEETS (TRAFFIC CONTROL)

PERFORMANCE CRITERIA: CLIENT WILL BE ABLE TO FOLLOW DIRECTIONS, IDENTIFY VARIOUS MODES OF TRANSPORTATION, AND KNOW RELATED TRANSPORTATION SAFETY RULES. PERFORMANCE LEVEL AND PROFICIENCY WILL BE LEFT UP TO THE DISCRETION OF THE SUPERVISOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objectives 1.1.13, 3.2.1, 6.1.1, 6.1.5, and 7.1.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	There are many activities which can be implemented to expose the client to the various modes of travel. Several will be listed at the end of this unit. Before beginning to discuss travel, the client should be instructed in how to follow oral and written directions. Begin the unit with various activities: 1. Take a walk in the neighborhood near the home; i.e. to shopping center, to the park.

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PROCEDURE	KEYPOINTS
	2. Display a simple map of the neighborhood showing the home in relation to the neighborhood store. 3. Take a bus ride or discuss getting to work/home on the bus/van. Before leaving the classroom and as each of these activities are being emphasized, discuss: 1. Behavior and practices in group travel. 2. Crossing the street. 3. Staying together in a group. 4. Following the group leader. 5. Walking safely. 6. Location of the home/work. 7. Location of a store. 8. Name of the street. 9. Safety factors in walking travel. 10. Approaching a bus from the front. 11. Staying in the safety zone. 12. Getting on and off the bus. 13. Behavior when on a bus. These activities should give the instructor insight as to whether a client understands directional words such as right, left, up and down. Should the client not understand these terms, teach these concepts before proceding.
A. Client understands left, right, up and down.	A. This may be one of the more difficult concepts to teach. Listed are several suggestions the Instructor may implement. 1. Display arrows on large cards which point up, down, left, and right. Instructor: "Clasp your hands together and extend them in front of you. To each beat of the metronome move your hands in the direction the arrow is pointing as we call out the direction." a. Cards and verbally. b. Verbally using arm movements. If the client is having difficulty identifying his right and left, it may be beneficial to tag the client's right hand with a weighted arm band. A piece of string or yarn with a small fishing weight will suffice. This will serve as a cue for

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

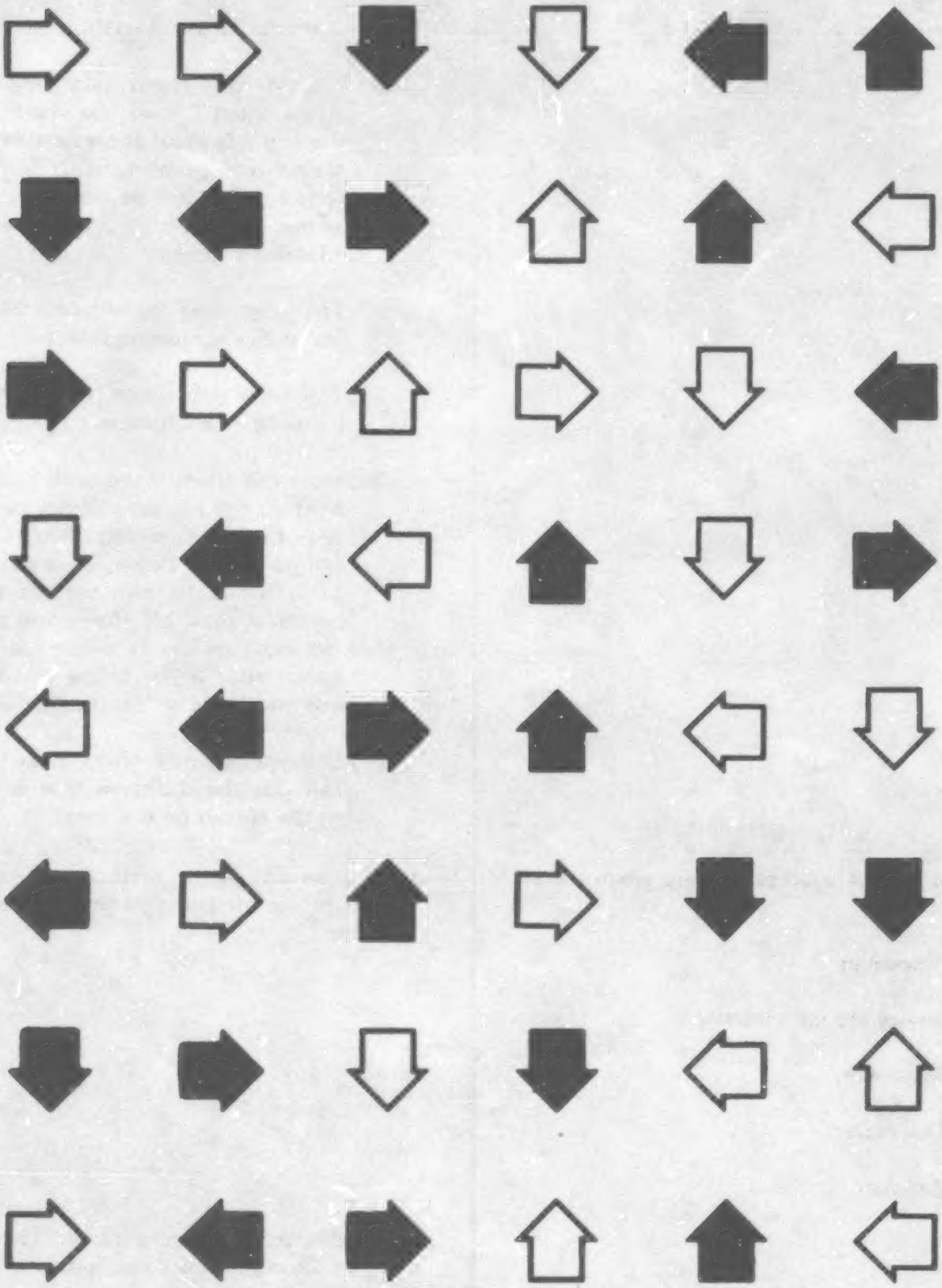
OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	the client. Have the client wear this, not only during the exercise. but until he is able to identify his right and left independently.
	Using a Kirshner arrow sheet:
	2. Present the client with the printed arrow sheet. Have the client begin in the top left hand corner stating the direction and pointing with his/her preferred hand in the direction of each arrow. Any errors should be corrected immediately.
	3. The page may be rotated 90 degrees and the procedure repeated.
	4. The same procedure may be modified by using a metronome.
	5. Have the client stand with his/her arms bent at the elbows, his/her hands even with his/her shoulders. When the arrow points up or down, he/she is to use both hands to indicate the direction he/she names. If the arrow points to the right he/she is to use his/her right hand only; if the arrow points to the left he/she is to use his/her left only.
	6. Using the printed sheet, have the client call out the direction that is opposite to the arrows on the sheet.
B. Client knows sources of help when traveling.	B. Discuss and show pictures of each. In a group, ask for personal experiences of each client.
1. Policeman. 2. Service station attendant. 3. Bus driver. 4. Taxi driver. 5. Mailman.	
	When discussing sources of information for travel in the community emphasize: 1. Securing information. 2. Asking the right questions. 3. Knowing own name and address.

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

KIRSHNER ARROW SHEET



SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	When traveling in the community the client should be exposed to the rules of safety. 1. Know own name and address. 2. Staying in familiar places when alone. 3. Talking only to friends. 4. Riding in car with family or friends only.
	Activities: 1. Have pictures of a policeman directing traffic. 2. Visit to the classroom by a bus driver, petrolman or taxi driver. 3. Display posters illustrating modes of public transportation. 4. Construct and display signs that help guide travelers.
C. Client can read common travel signs.	C. This segment should begin with the traffic lights and signs. There are six basic signs and signals that the client should know. Display and discuss each before beginning training.
1. Traffic control signals.	1. Explain to the clients that this signal is for both travelers on foot as well as those in a car or on a bike.
a. Red light.	a. The red light requires a stop. Wait until the signal changes to green before proceeding.
b. Yellow light.	b. The yellow light warns that the signal is changing from green to red. It is the caution light.
c. Green light.	c. The green light means you may proceed if it is safe to do so. You may go straight ahead or turn left or right. Using an example as a model, have the clients fill in a traffic control signal. After several trials, the client should be able to color in the signal correctly without a model to follow.

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	Use colored cards to instruct the meaning of the red, yellow, and green lights. As the instructor holds up each card, the client repeats: red card - "Stop" yellow card - "Do Not Cross" or "Caution" green card - "Go" Repeat procedure without instructor's verbal cue. Activities: 1. "red light - green light" could be an appropriate teaching activity. Implement either in the classroom or outside.
2. Flashing signals.	2. Show pictures or point out a flashing signal to the clients while on an outing. Emphasize again that the signal is for walking as well as biking and driving.
a. Flashing red light.	a. Means the same thing as a stop sign. Stop. Look both ways and proceed when the road is clear. It is used at dangerous intersections or at places where a stop sign alone may be too difficult to see.
b. Flashing yellow light.	b. Means to proceed only with caution. It is used at dangerous intersections. Implement the use of colored cards repeating procedure used with traffic signals. Practice until client can verbalize independently. red card - "Stop" yellow card - "Proceed only with caution" When presenting the card, [illegible] card to imitate a flashing light.
3. Railroad crossing.	3. There are two concepts to be learned; 1) the crossing sign and 2) the flashing red lights. Begin by introducing the sign alone.
a. Railroad crossing sign.	a. Where train rails cross the road. Always stop at a railroad crossing sign. Look both ways to see if a train is coming.

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	1) Have clients fill in an outline of a railroad crossing sign using a model. Practice until the client can name and fill in the outline independently. Stress to client that he/she is to always stop at a railroad crossing.
b. Railroad crossing sign with flashing red lights.	b. Flashing red lights are used at railroad crossings to warn of an approaching train. When the lights begin to flash--STOP. Never try to beat the train. Over-emphasize this point to the client. Using a picture of a railroad crossing, imitate flashing red lights with the use of the colored flash cards. Practice until client can verbalize independently.
4. Pedestrian signals.	4. Signals which tell people when it is safe to cross the street. The sign will either say "Walk" or "Don't Walk". These signs may also be flashing.
a. Walk.	a. A person may proceed across the street in the crosswalk. If the "Walk" signal is flashing be watchful of vehicle movement.
b. Don't walk.	b. A person should not enter the street. If the "Don't Walk" signal is flashing, a person should not enter the roadway. If in the roadway, proceed to the sidewalk or safety island. Have clients make flash cards of "Walk" and "Don't Walk" using a model. Have clients work in pairs, one presenting the card, the other verbalizing the signal.
5. Role play the four traffic signals.	5. The client must be able to: a. Identify the sign or signal. b. Tell what the signal or sign means. c. Act out what action should be taken.

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SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

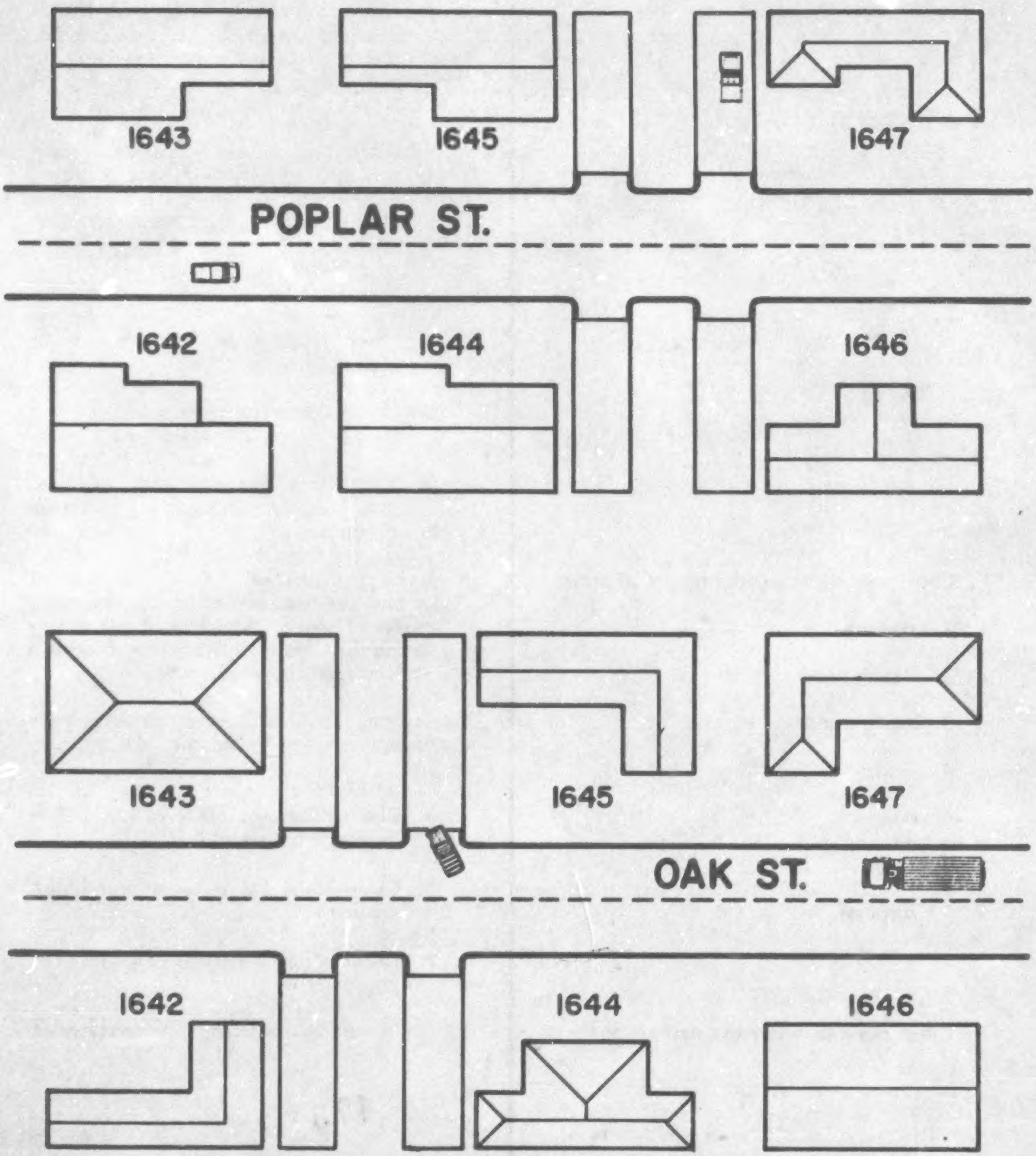
OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
D. Client can read street address.	D. The client must be made aware that there are two factors involved when reading an address: 1) the street and 2) the house or building number.
1. Streets.	
a. Signs.	a. Explain to the client that streets are marked by signs at the beginning and the end of each block. Emphasize that the name plate will be in the same direction as the direction of the street.
b. Curb.	b. Streets can also be marked by putting the name on the curb at the beginning and the end of each block. Emphasize, again, that the name will be on the side of the curb that is in the same direction as the direction of the street. Display pictures of each type. The best teaching aide will be to take clients on a walk asking them to point out and name street signs and streets. After the client is able to identify street name locations, introduce house or building numbers.
2. House and building numbers.	2. These numbers distinguish one house from another. They will either be on the side of the house by the front door or, in some business offices, on the front door. Explain that the even numbers are on one side of the street while the odd numbers are on the other side of the street. Display pictures of houses and buildings depicting the number. Again, the best teaching aide will be to take clients on an outing asking them to find specific house numbers.
3. Client will locate a given street and house.	3. Using a large map of at least three blocks, have the clients find a specific address. Give the client the street name and house number on a slip of paper. Point to the correct house and ask the client to state the address.

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

THREE BLOCK AREA MAP


1643
1645
1647
POPLAR ST.
1642
1644
1646
1643
1645
1647
OAK ST.
1642
1644
1646

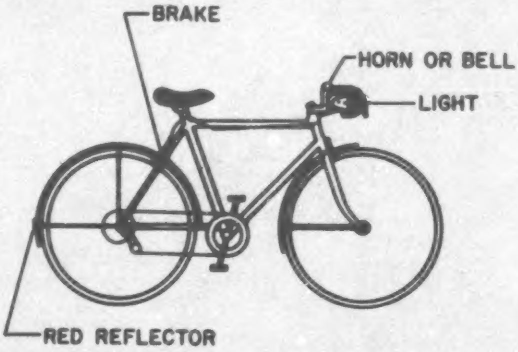
SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	Before beginning instruction on various modes of travel, introduce them with any of the following activities: 1. Read stories about a family or friends traveling together in a a) car, b) public transit, c) taxi, d) bus, e) train, f) airplane, and g) walking or h) riding a bicycle. 2. Display pictures and posters of people traveling by various modes of travel. 3. Play a record about traveling by plane or train. 4. Show a film of a family traveling. 5. Client reports on family outings or trips. 6. Group discussion of experiences when traveling. 7. Visit from representative of local transit line or taxi company to discuss the service.
E. Client will name various modes of travel. 1. Walking. 2. Riding a bike. 3. Public transit. 4. Taxi. 5. Bus. 6. Train. 7. Airplane.	E. Begin by listing, either on the black board or the overhead projector, the following modes of travel. Discuss each with clients having them make their own list. Provide a list for those who cannot write. Display pictures of each mode of travel while discussing each. Implement the following procedures: a. Client states the mode of travel after instructor has stated it. b. Client states the mode of travel with instructor. c. Client states the mode of travel independently.
F. Client can walk safely to a destination.	F. Begin unit by discussing the safety rules.

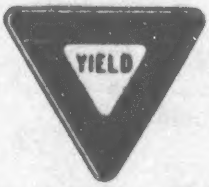
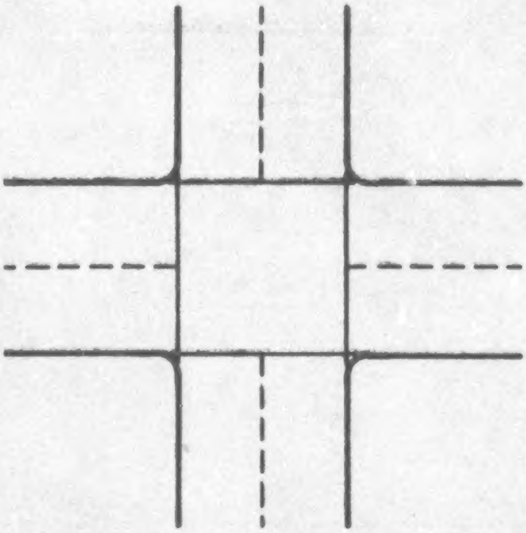
SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

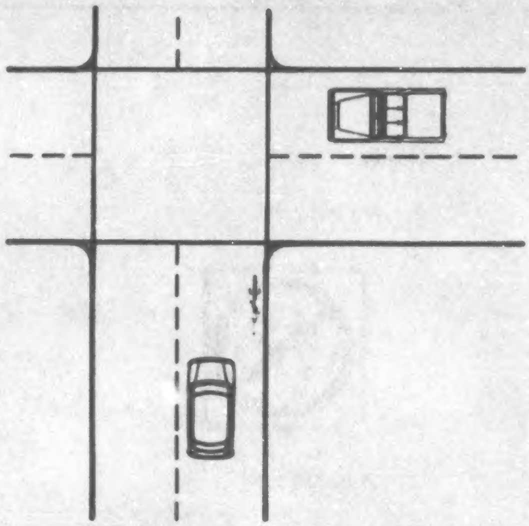
PROCEDURE	KEYPOINTS
1. Client knows safety rules for walking.	a. Obey all traffic signals. b. Walk on the sidewalk. If there isn't a sidewalk, walk on the left hand side of the road facing the oncoming traffic. c. Never walk at night unless it is on a well lighted street. If it is necessary to walk at night, wear white. d. Always remember to "Stop-Look-Listen" at each intersection. Take clients on a field trip. Have them stop at the intersections, look for cars, and listen for cars. At each intersection, whenever on an outing, always say "Stop-Look-Listen" to reinforce their actions.
G. Client can ride a bicycle safely to a destination.	G. Begin by discussing the safety rules. List them on the black board and have the clients make a copy of the list. Discuss each as it is listed.
1. Equipment.	1. Law requires certain equipment on a bicycle. a. Horn or bell b. Light c. Brake d. Rear red reflector Give clients a worksheet with a skeleton bike. Have them fill in the equipment required by law following these steps: a. With visual cue b. Without visual cue 

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
2. Licensing.	2. Not all states require the licensing of bicycles, but several towns and cities do require all bicycles to be inspected and licensed. Check with your local police station regarding this.
3. Obey all signals, signs and pavement markings.	3. Highway signs and traffic signals tell you where you are and what to do. They also give information which can help you to stay out of accidents and can help you not to make mistakes. Bicycle riders must obey highway signs and signals as do automobile drivers. Display and discuss each sign before instruction begins.
a. Yield.  	a. Slow down to a stop if necessary. After slowing or stopping, you must yield to the oncoming traffic.
	Following are two techniques for teaching the client what action must be taken upon approaching a yield sign. 1. Draw on a blackboard or using an overhead projector a typical intersection.  Demonstrate two cars meeting at the intersection as the bicyclist approaches the corner.

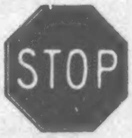
PROCEDURE | **KEYPOINTS**



Explain that the bicyclist stops and waits until the cars have cleared the intersection. After looking both ways and finding the way clear, the bicyclist may proceed.

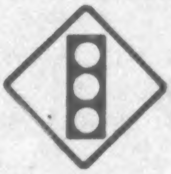
2. Using a large area, construct an intersection using tape, rope, or chairs. Have clients role play traveling on the road and coming upon an intersection with a yield sign with cars approaching at right angles to one another.

b. Stop.



b. Always means stop. When you come to the sign you must make a complete stop. After stopping, you must not start again until you yield the right-of-way to pedestrians and other traffic. Remember, "Look both ways, and if no one is coming--go".

c. Signals ahead sign.



c. Means that you are approaching a signal light. Warns you to prepare to stop.

Use the area constructed as an intersection. Using the yield, stop, and signal light signs, have the clients "walk through", approaching each sign separately. Clients will:

1. State what the sign means.
2. State what to do when approaching the sign.

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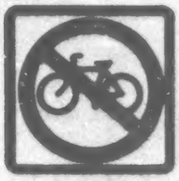
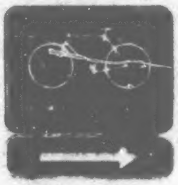
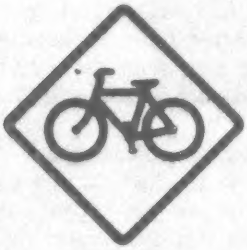
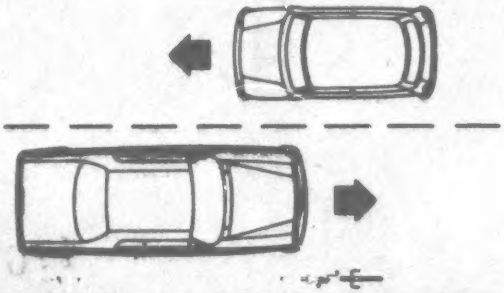
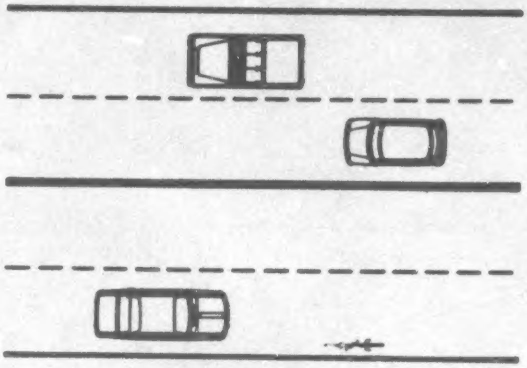
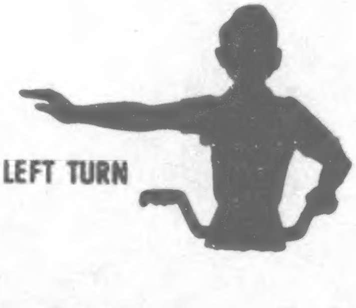
OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	3. State what to do after making a stop. a. Proceed only when the way is clear.
d. Highway signs.	
1. No bicycles. 	1) No bicycles: the red circle with the red bar always means NO! Do not ride past this sign.
2. A guide sign. 	2) Used to mark bike routes, trails, or portions of roadway specifically reserved for bicycle use.
3. Bicycle crossing. 	3) A warning sign for automobiles to advise them of a designated bicycle trail crossing or roadway. Have clients work in pairs, one displaying the card while the other states its meaning. An excellent teaching aide would be to set up an obstacle course on either the blacktop or in a yard using all the above signs. The instructor should be able to acquire the highway signs from the city police department. Emphasize repeatedly to the client that when riding a bicycle you should ride "with" the traffic. Display a poster showing a bicycle riding "with" the traffic. 

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	Stress that if there is more than one traffic lane in each direction, the client must ride on the right side of the road as close to the edge as possible "with" traffic. Again, display a poster or drawing if possible.
	
H. Client will make proper arm signals.	H. There are certain rules and regulations which must be followed when wishing to make a turn. Always give the proper signal before making a turn. A signal should be given about eight (8) bicycle-lengths before the turn.
1. Left turn.	1. Pointing directly to the left, place clients' arm in the correct position. Have clients then: a. Demonstrate and state left-hand hand signal after instructor has demontrated. b. Demonstrate and state left-hand turn with instructor. c. Demonstrate and state left hand signal independently. 

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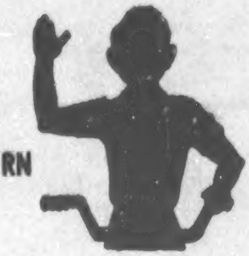
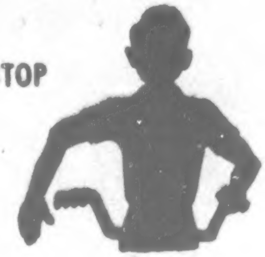
PROCEDURE	KEYPOINTS
2. Right turn.	2. The left hand points upward towards the right. Place clients' arm in the correct position. Have clients then: a. Demonstrate and state right hand signal after instructor has demonstrated. b. Demonstrate and state right hand turn with instructor. c. Demonstrate and state right hand signals independently.  RIGHT TURN
3. Slow down or stop.	3. Pointing downward towards bicycle brakes. Place clients' arm in the correct position. Have clients then: a. Demonstrate and state slow or stop hand signal after instructor demonstrates. b. Demonstrate and state slow or stop hand signal with instructor. c. Demonstrate and state slow or stop hand signals independently. SLOW OR STOP 

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PROCEDURE	KEYPOINTS
	Have clients "walk through" making a left-hand turn, right-hand turn, and slow down or stop using each arm signal. This will serve as excellent practice.

When on a walk, have clients use arm signals when turning corners, stopping at intersections and slowing before stopping or turning a corner.

Other safety rules that should be covered with clients regularly are listed below.

SAFETY RULES

DRAG RACING AND RECKLESS DRIVING: These laws also apply to bicycles . . . don't do it! Reckless driving means driving with disregard for the safety of other persons or property.

RIDING IN TRAFFIC has its own special problems because cars and trucks are bigger and faster than bicycles and they take up more space.

LEAVE PLENTY OF ROOM for other vehicles to pass you.

IF THE TRAFFIC IS HEAVY at intersections, it is best to get off and walk across.

WATCH FOR CARS making right turns. Their drivers may not see you.

ALWAYS LOOK BOTH WAYS before turning or changing direction.

LOOK BEHIND YOU FIRST if you stop suddenly. Cars can't stop as quickly as bicycles.

RAILROAD CROSSING: Stop within 15 to 50 feet of a railroad crossing if the warning signal is flashing, if the crossing gate is down, or if a train is approaching.

OVERLOADING: Never load your bicycle with passengers or packages in a way which will interfere with your driving or keep you from seeing clearly.

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PROCEDURE	KEYPOINTS

EMERGENCY VEHICLES: When you hear the siren and see the flashing red, blue, or amber lights of an ambulance or a police car, pull over to the curb and stop. Watch carefully for cars which are also pulling over.

SPEED: You must never ride at a speed faster than that which is reasonable and proper for road conditions and safety.

NIGHT RIDING: Always check your lights before you leave home. Make sure the generator or battery is working properly. Keep reflectors and lights clean.
Wear light-colored clothes. Orange, bright red, or white are the best safety colors. Be extra careful at night. Avoid streets where there is heavy traffic. Walk your bike across intersections, and try to be seen.

HOW TO RIDE PROPERLY

SINGLE FILE is the safe way to ride on streets or highways.

HITCHING RIDES by holding on to cars or trucks is very dangerous. The driver can't see you and he may do something which will cause you to get hurt.

STAY CLOSE to the right side of the street, and be careful not to get caught between two lanes of moving traffic.

TRY TO DRIVE in a straight line. Weaving and lane-hopping are very dangerous on streets or highways.

TRICKS AND STUNTS are not for the street. Never let others dare you into doing something foolish.

IF THERE'S A COASTER BRAKE on your bike, put the pedals in a level position for a quick stop when coming to an intersection.

HAND BRAKES must be used properly to be safe and effective. Try to put equal pressure on control levers so the two wheels will brake evenly. Don't apply the front brake first; this mistake may throw

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

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PROCEDURE	KEYPOINTS
	you. It is even more dangerous when making a turn and when you are riding on gravel or wet pavement.
	RIDE ASTRIDE the regular seat only.
	ONLY ONE PERSON should ride on a bicycle, unless it is a tandem or is equipped with two seats.
	SLOW DOWN when you get to an intersection--you might have to stop.
	ROUGH OR SLIPPERY ROADS can throw you. Slow down and take it easy until the going gets better.
	OTHER SAFETY RULES
	USE A BICYCLE PATH instead of the street, if it will take you where you are going.
	WATCH FOR CARS which are starting out from a curb or driveway.
	WATCH FOR PEOPLE getting in and out of parked cars.
	WATCH FOR DOGS: They like to chase bikes, and they will snap at your feet or tires.
	AFTER YOU MOUNT your bike, look both ways before starting out.
I. Client can ride public transit.	I. List and discuss each of the safety steps listed below. Whenever possible, show pictures depicting each procedure.
1. Discuss safety and other rules.	
	a. Wait until the bus has come to a complete stop before approaching the doors.
	b. Stand back until the doors open. When doors open, proceed to get aboard.
	c. Step up. The first step from the curbing is high.
	d. Hold on to the side rails when getting into the bus.

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PROCEDURE	KEYPOINTS
	e. If necessary, have change ready for the bus fare. f. Leave your seat in time to be at the door when your stop comes up. g. If wanting off the bus before reaching the bus stop, pull the cord. This signals the driver to stop. h. When getting on the bus inform the driver where you want to get off.
2. Role play rules.	2. There are varying methods to "role play" a bus. The following is merely a suggestion. a. Bus: 1) Two to three runner steps with a rail to be used for the steps into the bus. An outdoor porch is ideal. 2) Chairs arranged to resemble the inside of a bus. Three to four rows back will be ample. 3) Driver's seat. Have clients role play the driver as well as the passenger. Given a specific stop, the client should get up and approach the exit as the instructor calls out the given destination. Client will display the proper way to enter a bus, being watchful of the first step and holding on to the railing. Given an address, the client should tell the driver the destination upon boarding.
3. Take a bus ride.	3. Give client a destination point prior to getting on the bus.
J. Client can secure a taxicab.	J. Discuss and show picture of a taxi cab. Explain to the client that a taxi is different from a bus in that the taxi will pick the client up at home and take him to the desired address.

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PROCEDURE	KEYPOINTS
1. Client will read key word - taxicab.	1. Implement the following: a. Client will match the word when given both a verbal and written cue. b. Client will find the word when given both a verbal and written cue. c. Client will read the word when given a written cue only.
2. Client will find taxicab in the yellow pages and secure number with paper and pencil.	2. Implement the following: a. Client finds word with instructor and writes number. b. Client finds word after instructor and writes down number. c. Client finds taxicab independently and writes down number.
3. Client dials number.	a. Client points to and dials number after instructor has done so. b. Client points to and dials number independently.
4. Client gives information to travel personnel.	4. Stress to the client to call just before desiring to leave, calling far in advance is not necessary.
a. Client's name.	1) Client states name after instructor has stated it. 2) Client states name independently.
b. Client's address.	1) Client states address after instructor has stated it. 2) Client states address independently.

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PROCEDURE	KEYPOINTS
c. Client's destination by street and street number.	c. The client gives this information in order for the cab company to give an estimate of the fare. This will insure the client of being able to afford the cab. Stress to the client to be aware of how much money he has. Emphasize to have the address written down so as not to forget. The address should be both the street name and the street numbers.
5. Role play calling for a taxicab and traveling to destination.	5. Give destination address and an unspecified amount of money to the client. Have a client role play the taxicab driver, asking passenger for the fare. The passenger must give the driver the correct amount of money. After role playing calling a taxicab, introduce to the client the possibility of the fare being more money than the client has. Stress to the client that not being able to pay the fare is considered fraud. He can go to jail for fraud. The only alternative is to ask the driver to wait while the passenger gets the balance of the fare from inside the destination building. Role play, again, calling for a taxicab and traveling to a given distination. Cue the driver to ask the passenger for a fare amounting to more money than the passenger has. (The passenger should ask the driver to wait while he gets the balance of the fare.)
K. Client can secure schedule of a bus, train, and/or airplane.	K. Discuss each mode of travel showing pictures of each. Ask thought questions, such as: Which is more expensive? Which is easier to get to? Which would be the shortest in time? the longest?
1. Client will read key words: bus lines, trains, and airlines.	1. Introduce each word seperately then repeat sequence for all three.

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PROCEDURE	KEYPOINTS
	a. Client will match the word(s) when given both a verbal and written cue.
	b. Client will find the word when given both a verbal and written cue.
	c. Client will read the word(s) when given a written cue only.
2. Client will find Bus Lines, Trains, and Airlines in the yellow pages and secure the number with paper and pencil.	2. Implement the following:
	a. Client finds word with instructor and writes number.
	b. Client finds word after instructor and writes down number.
	c. Client finds word independently and writes down number when given verbal cue.
3. Client dials number.	
	a. Client points and dials after instructor.
	b. Client points and dials independently.
	c. Client looks and dials after instructor.
	d. Client looks and dials independently.
4. Client gives needed information.	4. Stress to the client to call at least two days in advance to desiring to leave.
a. Client's name.	
	1) Client states name after instructor.
	2) Client states name independently.
b. Where client is going.	b. City and state. Given such, client will:
	1) Verbalize city and state after instructor.

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PROCEDURE	KEYPOINTS
	2) Verbalize city and state independently.
c. Leaving from what town and/or station.	
d. What day client is to be going.	d. Month, date, and day. Given such, client will:
	1) Verbalize month, date, and day after instructor.
	2) Verbalize month, date, and day independently.
5. Client asks for and writes down needed information.	5. Stress to client to always repeat the information to insure he/she has written it correctly.
a. Time leaving.	a. Stress to be certain to note a.m. or p.m.
b. Time of arrival at destination.	b. Stress, again, to be certain to note a.m. or p.m.
c. Cost.	c. Stress to ask cost both one way and round trip. Emphasize to write the amount down.
1. One-way.	1) To destination only.
2. Round trip.	2) To destination and home again.
	Emphasize to the client that this information should be written down and then repeated so as to insure its correctness.
	Implement the following procedural steps as client is talking with travel personnel played by instructor.
	1. Clients will give their names.
	2. State destination.
	3. State where they will be leaving from.
	4. States the date of departure.
	5. Client will ask what time the transport will be leaving and writes it down.

SKILL NO.: 9.1 **OBJECTIVE NO.:** 9.1.1

OBJECTIVE: CLIENT KNOWS HOW TO FOLLOW DIRECTIONS, KNOWS VARIOUS MODES OF TRANSPORTATION, AND KNOWS TRANSPORTATION SAFETY RULES

PROCEDURE	KEYPOINTS
	6. Asks the arrival time at client's destination and writes it down. 7. Asks the amount for both one way and round trip. Inquires as to whether to pay by check or cash. Before beginning sequence, give all necessary information to the client. Stress to the clients that if they are to take a taxicab to the station, to call a long time in advance of the scheduled departure time. This will insure the clients that they will not miss the transport.
6. Given the needed information, client will contact the bus lines, train station, and airlines to secure a schedule.	6. Cue only when necessary.

SKILL AREA NO. 10

MEASUREMENT

COURSE TITLE: MEASUREMENT **TRAINING SEQUENCE**

SKILL AREA: LINEAR MEASUREMENT **SKILL AREA NO.:** 10.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE **OBJECTIVE NO.:** 10.1.1

INSTRUCTIONAL MATERIALS REQUIRED: CLOTH MEASURE ITEMS TO MEASURE RULER TAPE MEASURE YARD STICK WORKSHEETS (LINE MEASUREMENTS)

PERFORMANCE CRITERIA: CLIENT WILL ACCURATELY MEASURE LINES OF VARYING LENGTH USING A RULER, YARD STICK, CLOTH TAPE AND/OR A STEEL TAPE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Client should have completed objectives 1.1.1, 1.1.3, 1.1.4, 1.1.8, 1.1.9, and 5.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	Measurement skills require the development of problem solving abilities. Most measurement problems can be solved on three levels, depending on the client's numerical skills: 1. **Drawings or symbols.** 2. **Addition or subtraction.** 3. **Multiplication or division.** Begin instruction by showing a ruler, a yard stick, a cloth tape and steel tape. Discuss with the client which items could be measured by each measuring device. It is suggested to have various items on hand to demonstrate the use of the four measuring devices or to make a display of these items and the devices used to measure them.

SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

PROCEDURE	KEYPOINTS
	Give clients a ruler. Introduce the term inch. Point to the one inch mark on the ruler and have the clients point to the one inch line. Have the clients count the total number of inches on a ruler. Write on the blackboard: 12 inches = 1 foot 1 foot = 12 inches Repeat the activity until the clients are familiar with these terms.
A. Client can draw various whole inch lines.	A. Have the clients draw a random number of lines of specified length from one (1) inch to twelve (12) inches.
1. Points to a specified whole inch length on the ruler.	1. Have the clients use rulers at their seats as the instructor verbalizes specific lengths. The clients are to point to the specified lengths on the ruler.
2. Measures a specified whole inch length line.	2. Using worksheets, have the clients circle those lines that are the specified length.
3. Draws a specified whole inch length line.	3. For each inch line, it may prove beneficial to implement the following training sequence: a. Clients trace lines of a specified inch length. Have clients place the ruler just below the line. Stress to align the beginning of the line and the end of the ruler. b. Clients locate a line of a specified inch length. c. Clients copy a line of a specified inch length. d. Clients draw a line of a specified length independently.
Before beginning instruction, explain and demonstrate how a ruler is to be used by using an overhead projector or the blackboard. 1. The starting point is at the end of the ruler - closest to the number one. 2. Press down firmly on ruler when marking a line.	

SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

PROCEDURE	KEYPOINTS
B. Client will draw a half (½) inch line.	B. Point to the half (½) inch mark on the ruler. Have clients point to the mark as instructor checks for accuracy. Discuss.
1. Points to half (½) inch mark on the ruler.	1. Have the clients use rulers at their seats. As the instructor states the length, they are to point to the half (½) inch mark on the ruler.
2. Measures a half (½) inch line.	2. Using worksheets, have the clients circle those lines that are the specified length.
3. Draws a half (½) inch line.	3. For each half (½) inch line; it may prove beneficial to implement the following training sequence: a. Clients trace lines half (½) inch in length. b. Clients locate lines half (½) inch in length. c. Clients copy lines half (½) inch in length. d. Clients draw a half (½) inch line independently.
C. Client will draw a fourth (¼) inch line.	C. Point to the one fourth (¼) inch mark on the ruler. Have clients point to the mark as the instructor checks for accuracy.
1. Points to the fourth (¼) inch mark on the ruler.	1. Have the clients use rulers at their seats. As the instructor states the length, they are to point to the fourth (¼) inch mark on the ruler.
2. Measures a fourth (¼) inch line.	2. Using worksheets, have the clients circle those lines that are the specified length.
3. Draws a fourth (¼) inch line.	3. For each fourth (¼) inch line, it may prove beneficial to implement the following training sequence: a. Clients trace lines one fourth (¼) inch in length. b. Clients locate lines one fourth (¼) inch in length. c. Clients copy lines one fourth (¼) inch in length.

SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

PROCEDURE	KEYPOINTS
	d. Clients draw a one fourth (¼) inch line independently.
D. Client will draw a three fourths (¾) inch line.	D. Point to the three fourths (¾) inch mark on the ruler. Have clients point to the mark as the instructor checks for accuracy.
1. Points to the three fourths (¾) inch mark on the ruler.	1. Have the clients use rulers at their seats. As the instructor states the length, they are to point to the three fourths (¾) inch mark on the ruler.
2. Measures a three fourths (¾) inch line.	2. Using worksheets, have the clients circle those lines that are the specified length.
3. Draws a three fourths (¾) inch line.	3. For each three fourths (¾) inch line, it may prove beneficial to implement the following training sequence: a. Clients trace lines three fourths (¾) inch in length. b. Clients locate lines three fourths (¾) inch in length. c. Clients copy lines three fourths (¾) inch in length. d. Clients draw a three fourths (¾) inch line independently.
E. Client will draw lines of varying lengths.	E. As an example, point to the one and one half (1½), two and one fourth (2¼), and four and three fourths (4¾) inch marks on the ruler. Have clients point to the marks as the instructor checks for accuracy. Discuss. Explain to the clients that varying length lines are made by: 1) finding the whole inch first then, 2) finding the fractional part of that inch which is indicated.
1. Points to specified lengths on ruler.	1. Have the clients use rulers at their seats. As the instructor states the lengths, they are to point to the specified lengths on the ruler.
2. Measures specified length lines.	2. Using a worksheet, have the clients circle those lines that are the specified length.

SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

PROCEDURE	KEYPOINTS
3. **Draws specified length lines.**	3. **For each line, it may be beneficial to implement the following training sequence:**

a. Clients trace lines of specified lengths.

b. Clients locate lines of specified lengths.

c. Clients copy lines of specified lengths.

d. Clients draw lines of specified lengths independently.

Have clients use rulers at their seats or at the blackboard to draw lines of varying lengths as the instructor states the lengths. Allow the clients to check each others' work for accuracy.

FOOT AND YARD MEASUREMENTS

Have the clients count the inches on a ruler and write the number on the blackboard:

12 inches = 1 foot
1 foot = 12 inches

Repeat until clients can state the number of inches in a foot independently.

Allow the clients to examine a yardstick and to count the numbers of inches in a yard. Write on the blackboard:

36 inches = 1 yard
1 yard = 36 inches

Repeat until clients can state the number of inches in a yard independently.

Have the clients count how many foot length rulers are needed to equal the length of a yardstick. Write the number on the blackboard:

3 feet = 1 yard
1 yard = 3 feet

Again, repeat until the clients can state the number of feet in one yard independently.

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

PROCEDURE	KEYPOINTS
	It may not be necessary for most clients to fully understand the foot and yard measurements in order to live independently. They should be aware of what they mean and the manner in which these measurements are used.

An activity which could be implemented would be to have the clients measure various objects within the classroom and to tell if the measurement is more or less than a foot; more or less than a yard.

Activities

1. **Have clients each bring at least one item from home which they would be required to measure.**
   a. Make a display of these items.
   b. Have a discussion and on the board show examples of those things that can be measured by different linear measurement devices.
   c. Allow the clients to practice measuring objects around the room using the different measurement devices.
2. **Allow the clients to measure objects in the room while the instructor checks for accuracy.**

For those clients who are having difficulties in terms of reading and understanding a ruler, supplement each training sequence with a worksheet showing the particular fractional part of the ruler being emphasized.

PROBLEMS IN MEASURING LENGTHS

Read a sample problem to the clients. Demonstrate how to calculate the answer. Ex: (A lady bought two yards of ribbon. How many inches of ribbon did she buy?)

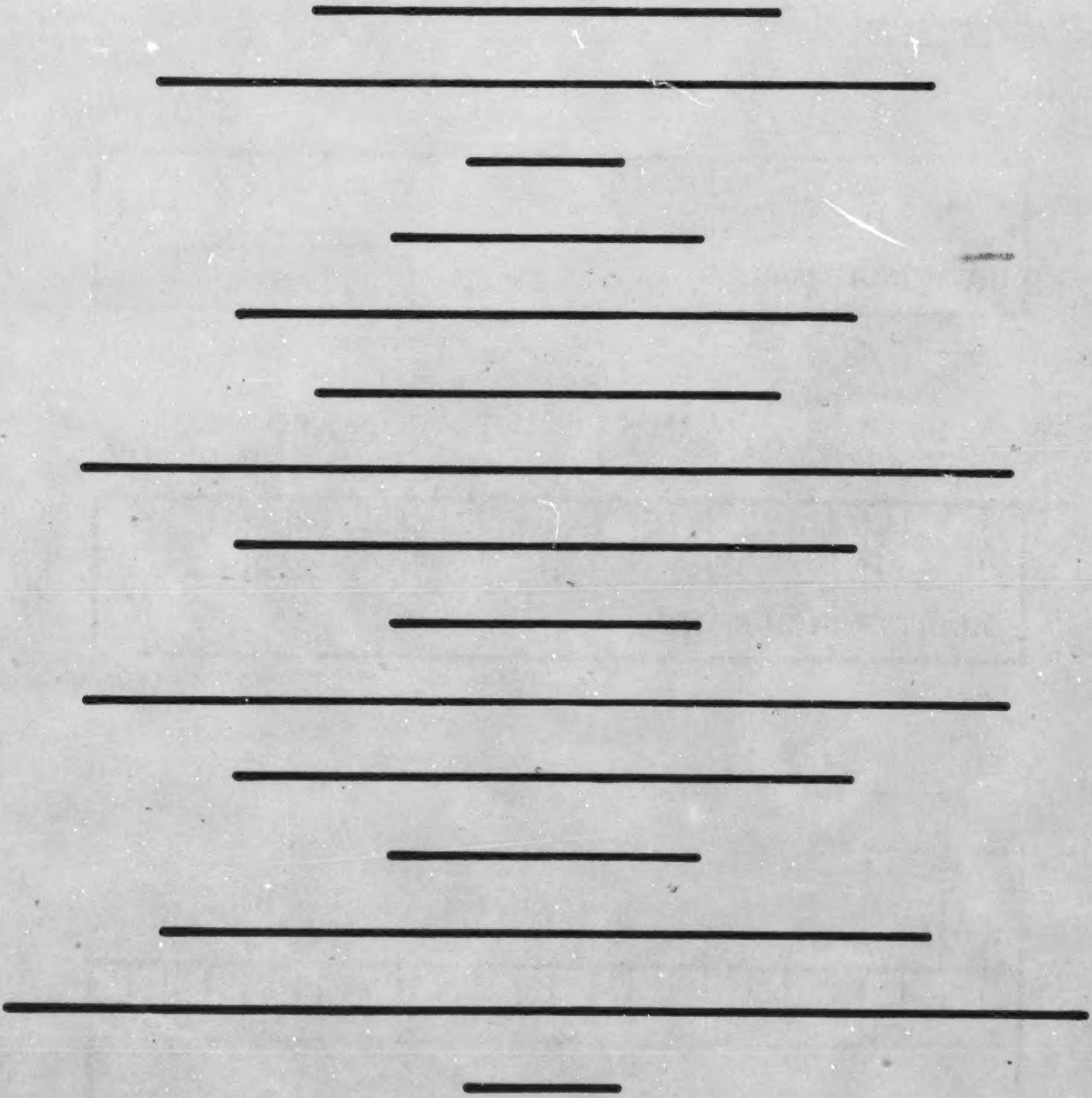
The problem can be solved by writing the number of inches in one yard and adding it to the number of inches in the second yard, or by multiplying 36 by 2.

The following are some examples of supplementary worksheets.

SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

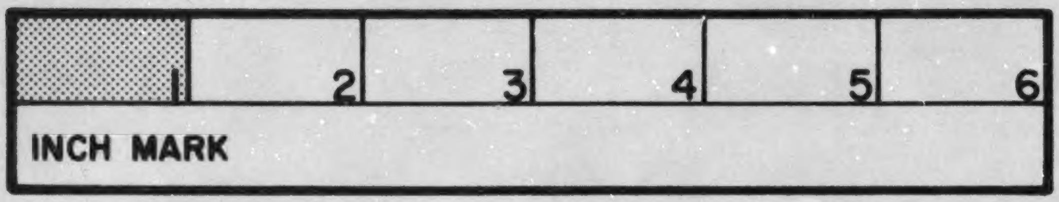
WHOLE INCH LENGTH LINE WORKSHEET



SKILL NO.: 10.1 **OBJECTIVE NO.:** 10.1.1

OBJECTIVE: CLIENT MEASURES LINES OF VARYING LENGTHS WITH A RULER, YARD STICK, CLOTH AND/OR STEEL TAPE

FRACTIONAL PARTS OF A RULER WORKSHEET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2
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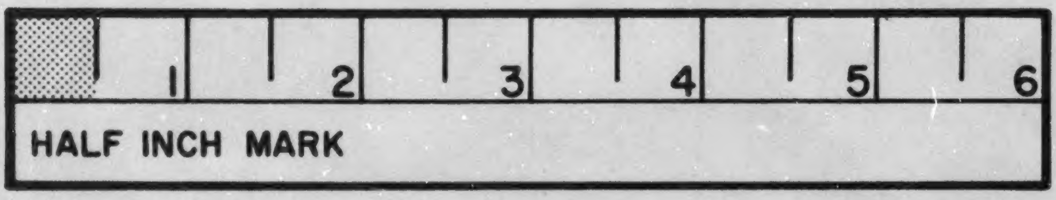
6
INCH MARK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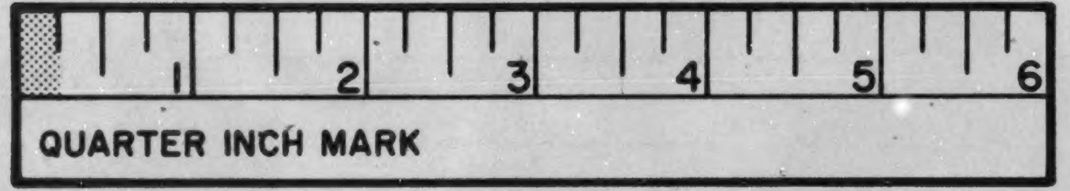
HALF INCH MARK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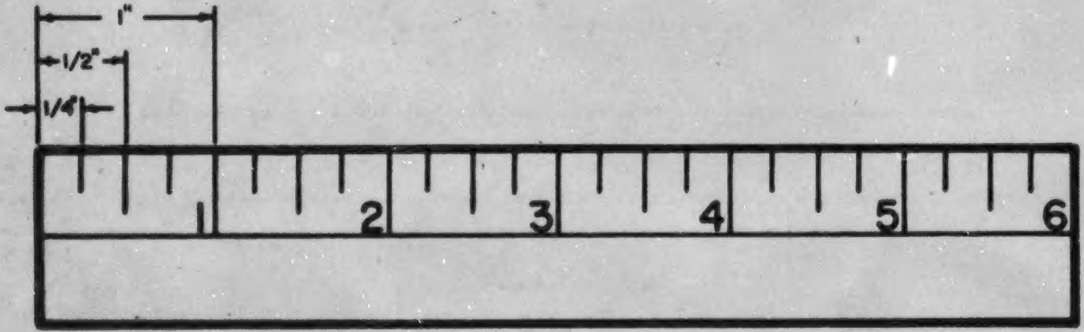
QUARTER INCH MARK


1"
1/2"
1/4"
1
2
3
4
5
6

COURSE TITLE: MEASUREMENT **TRAINING SEQUENCE**

SKILL AREA: MEASUREMENT ABBREVIATIONS **SKILL AREA NO.:** 10.2

OBJECTIVE: CLIENT KNOWS THE ABBREVIATIONS OF COMMONLY USED MEASUREMENT UNITS **OBJECTIVE NO.:** 10.2.1

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD
CARDS OF ABBREVIATIONS (MEASUREMENT UNITS) OVERHEAD PROJECTOR
WORKSHEETS

PERFORMANCE CRITERIA: THE CLIENT WILL WRITE THE ABBREVIATIONS OF COMMONLY USED MEASUREMENT UNITS FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 10.1.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise such as "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	Begin by discussing each of the measurement units to be studied. Show an example of each item . As each measurement unit is discussed, write its name and the abbreviation on the blackboard: pint = pt. Below is a list of some most commonly used measurement units. teaspoon = t. or tsp. tablespoon = T. or Tb. or Tbsp. cup = c. pint = pt. quart = qt. gallon = gal.

SKILL NO.: 10.2 **OBJECTIVE NO.:** 10.2.1

OBJECTIVE: CLIENT KNOWS THE ABBREVIATIONS OF COMMONLY USED MEASUREMENT UNITS

PROCEDURE	KEYPOINTS
	There are measuring units that cannot be brought into the classroom or placed into a display. The instructor can, however, display pictures of these measuring units: moderate = mod. medium = med. A picture of the dials on an oven would be ideal to introduce moderate and medium. There are also measuring units which can only be explained: pound = lb. ounce = oz. degree = d. minute = min. Explain the pound and ounce in relation to the weight of meat. Have the clients repeat reading the measurement units and the abbreviations until they are familiar with the abbreviated term.
A. Client will write the abbreviations for measurement units.	A. Before training begins, review the measurement unit being abbreviated. Write the name of the unit and the abbreviation on a blackboard as well as display the item or picture.
	Implement the following training sequence for each abbreviation: 1. Clients will match the abbreviation when given a verbal and/or visual cue. 2. Clients will identify the abbreviation when given a verbal and/or visual cue. 3. Clients will trace the abbreviation when given a verbal cue. 4. Clients will copy the abbreviation when given a verbal cue. 5. Clients will write the abbreviation when given a verbal cue.
	Utilize a worksheet on which the clients must write the abbreviation for a measurement item or unit. Stress the use of the period after the abbreviation. It may also prove

SKILL NO.: 10.2 **OBJECTIVE NO.:** 10.2.1

OBJECTIVE: CLIENT KNOWS THE ABBREVIATIONS OF COMMONLY USED MEASUREMENT UNITS

PROCEDURE	KEYPOINTS
	beneficial to have the clients write the item or unit name for a given abbreviation. Activities 1. Match cards with abbreviations. 2. Match cards with abbreviations to the actual object. 3. Divide into teams and have clients write the abbreviation when given a verbal cue. Note: (At the beginning, use visual cues also.)

500

SKILL NO.: 10.2 **OBJECTIVE NO.:** 10.2.1

OBJECTIVE: CLIENT KNOWS THE ABBREVIATIONS OF COMMONLY USED MEASUREMENT UNITS

ABBREVIATIONS WORKSHEET

qt. = ______________

tbsp. = ______________

pt. = ______________

t. = ______________

min. = ______________

mod. = ______________

T. = ______________

lb. = ______________

tsp. = ______________

gal. = ______________

deg. = ______________

oz. = ______________

med. = ______________

______________ = pint

______________ = ounce

______________ = medium

______________ = cup

______________ = teaspoon

______________ = minute

______________ = quart

______________ = tablespoon

______________ = gallon

______________ = degree

______________ = pound

______________ = moderate

COURSE TITLE: MEASUREMENT

TRAINING SEQUENCE

SKILL AREA: LIQUID MEASUREMENT

SKILL AREA NO.: 10.3

OBJECTIVE: CLIENT IDENTIFIES VARIOUS LIQUID MEASUREMENT CONTAINERS AND MEASUREMENT DEVICES

OBJECTIVE NO.: 10.3.1

INSTRUCTIONAL MATERIALS REQUIRED: HALF GALLON FOURTH TEASPOON HALF TEASPOON CUP FLASHCARDS (MEASUREMENT UNIT NAME) GALLON PICTURES OF MEASUREMENT UNITS PINT QUART TABLESPOON TEASPOON

PERFORMANCE CRITERIA: CLIENT WILL IDENTIFY VARIOUS LIQUID MEASUREMENT CONTAINERS AND MEASURING DEVICES FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 10.2.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	When beginning instruction, make a display of the measurement units to be reviewed. A bulletin board picture display could be used as well as a display of the actual containers. Liquid Measure Set up a display of a cup, pint, quart, half gallon and gallon. Demonstrate or compare measurements using these containers. After discussing, have the clients state or make a list of the items that can be bought in these various size containers.
A. Client will recognize containers of liquid measurement.	A. Those containers suggested for instruction are: 1) gallon, 2) half gallon, 3) quart, 4) pint, and 5) cup.

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.1

OBJECTIVE: CLIENT IDENTIFIES VARIOUS LIQUID MEASUREMENT CONTAINERS AND MEASUREMENT DEVICES

PROCEDURE	KEYPOINTS
1. Cup.	1. Have on display the containers to be reviewed and implement the following training sequence: a. Instructor presents cup and identifies it saying, "This is a cup." Clients point to the container when instructor says, "Point to the cup." b. Instructor presents the cup and names it. Clients repeat the name and point to the container when the instructor says, "Point to the cup." c. Clients name the container as the instructor points to the cup and says, "What is this?" d. Clients point to and name the cup independently. Repeat the above procedure using two and/or three distractors.
2. Half (½) gallon. 3. Quart. 4. Pint. 5. Gallon	Implement the above training sequence for each liquid measurement container. Activities 1. Give the clients a card with a name on it and have them match it to the correct container. 2. Make a scrapbook of magazine pictures of food items that may be packaged in these containers. 3. Utilize worksheets to aid instruction. Spoon Measure Set up a display of a tablespoon, teaspoon, half (½) teaspoon, and one fourth (¼) teaspoon. Demonstrate or compare measurements using these devices.

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.1

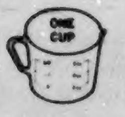
OBJECTIVE: CLIENT IDENTIFIES VARIOUS LIQUID MEASUREMENT CONTAINERS AND MEASUREMENT DEVICES

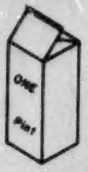
PROCEDURE	KEYPOINTS
	After discussing, have the clients state or make a list of the foods that can be measured with these various devices.
B. Client will recognize units of spoon measure.	B. Those devices suggested for instruction are: 1) tablespoon, 2) teaspoon, 3) half (½) teaspoon, and 4) one fourth (¼) teaspoon.
1. Tablespoon.	1. Have on display the measurement devices to be reviewed and implement the following training sequence: a. Instructor presents tablespoon and identifies it saying, "This is a tablespoon." Clients point to the device when instructor says, "Point to the tablespoon". b. Instructor presents the tablespoon and names it. Clients repeat the name and points to the device when the instructor says, "Point to the tablespoon". c. Clients name the device as the instructor points to the tablespoon and says, "What is this?" d. Clients point to and name the tablespoon independently. Repeat the above procedure using two and/or three distractors.
2. Teaspoon.	
3. Half (½) teaspoon.	
4. Fourth (¼) teaspoon.	
	Implement the above training sequence for each liquid measurement device. Activities 1. Give the clients a card with a name on it and have them match it to the correct measurement device. 2. Utilize worksheets to aid instruction.

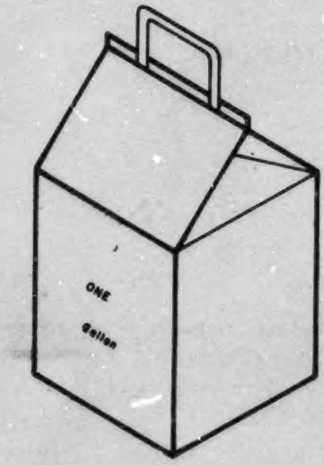
SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.1

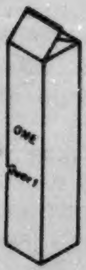
OBJECTIVE: CLIENT IDENTIFIES VARIOUS LIQUID MEASUREMENT CONTAINERS AND MEASUREMENT DEVICES

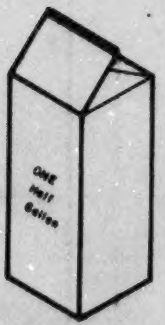
LIQUID MEASUREMENT CONTAINERS & DEVICES

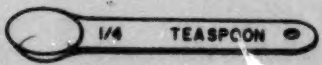


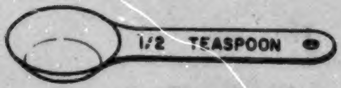


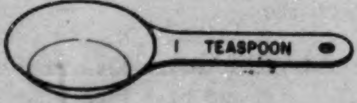


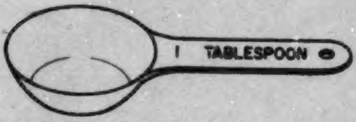



ONE
Half
Gallon


1/4 TEASPOON


1/2 TEASPOON




1 TABLESPOON

COURSE TITLE: MEASUREMENT

TRAINING SEQUENCE

SKILL AREA: LIQUID MEASUREMENT

SKILL AREA NO.: 10.3

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

OBJECTIVE NO.: 10.3.2

INSTRUCTIONAL MATERIALS REQUIRED: COLORED WATER
CONTAINERS (CUP, PINT, QUART, HALF GALLON, GALLON) WORKSHEETS

PERFORMANCE CRITERIA: THE CLIENT WILL STATE THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 10.3.1.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceding step of the training sequence.

PROCEDURE	KEYPOINTS
	Using containers for illustration present a table of measurement equality. Show that: 2 pints = 1 quart 4 cups = 1 quart 2 cups = 1 pint Color water red or green so that it can be readily seen. Demonstrate the principles of measurement equality utilizing the colored water. Explain that a gallon of milk will cost more than a pint of milk because you will get more milk in a gallon. A quart of milk will cost more than a pint because it is a larger measure.

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	Make up problems involving the use of pints, quarts, and gallons. Have the clients solve the problems by making the measurements with colored water. In addition, worksheets may be utilized.
A. Client states the number of cups in a pint.	A. Give a demonstration using colored water before training begins. Have the clients perform the demonstration.
1. Two (2) cups in one (1) pint.	**1. Implement the following training sequence:** a. Clients will state the number of cups in a pint with the instructor. b. Clients will state the number of cups in a pint after the instructor has stated it. c. Clients will state the number of cups in a pint independently. After stating the number of cups in a pint, the clients will: a. Demonstrate, using colored water, the number of cups in a pint after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of cups in a pint independently.
B. Client states the number of cups in a quart.	B. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Four (4) cups in one (1) quart.	**1. Implement the following training sequence:** a. Clients will state the number of cups in a quart with the instructor. b. Clients will state the number of cups in a quart after the instructor has stated it. c. Clients will state the number of cups in a quart independently. After stating the number of cups in a quart, the client will:

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	a. Demonstrate, using colored water, the number of cups in a quart after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of cups in a quart independently.
C. Client states the number of pints in a quart.	C. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Two (2) pints in one (1) quart.	1. Implement the following training sequence: a. Clients will state the number of pints in a quart with the instructor. b. Clients will state the number of pints in a quart after the instructor has stated it. c. Clients will state the number of pints in a quart independently. After stating the number of pints in a quart, the clients will: a. Demonstrate, using colored water, the number of pints in a quart after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of pints in a quart independently.
D. Client states the number of quarts in a half-gallon.	D. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Two (2) quarts in one (1) half gallon.	1. Implement the following training sequence: a. Clients will state the number of quarts in a half gallon with the instructor. b. Clients will state the number of quarts in a half gallon after the instructor has stated it.

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	c. Clients will state the number of quarts in a half gallon independently. After stating the number of quarts in a half gallon, the clients will: a. Demonstrate, using colored water, the number of quarts in a half gallon after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of quarts in a half gallon independently.
E. Client states the number of quarts in a gallon.	E. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Four (4) quarts in one (1) gallon.	**1. Implement the following training sequence:** a. Clients will state the number of quarts in a gallon with the instructor. b. Clients will state the number of quarts in a gallon after the instructor has stated it. c. Clients will state the number of quarts in a gallon independently. After stating the number of quarts in a gallon, the clients will: a. Demonstrate, using colored water, the number of quarts in a gallon after the instructor has demonstrated it. [illegible] Demonstrate, using colored water, the number of quarts in a gallon independently.
F. Client states the number of half gallons in a gallon.	F. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Two (2) half gallons in one (1) gallon.	**1. Implement the following training sequence:**

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	a. Clients will state the number of half gallons in a gallon with the instructor. b. Clients will state the number of half gallons in a gallon after the instructor has stated it. c. Clients will state the number of half gallons in a gallon independently.
	After stating the number of half gallons in a gallon, the clients will: a. Demonstrate, using colored water, the number of half gallons in a gallon after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of half gallons in a gallon independently.
	After the clients have mastered the measurement equality concepts of cups, pints, quarts, half gallons, and gallons, introduce the fluid ounce.
	Have the clients examine a glass measuring cup. Point out the ounce mark. Measure one ounce of colored water and pour water into a clear glass to show the amount.
	Using the glass measuring cup, point out that one cup equals eight ounces. Demonstrate using colored water.
G. Client states the number of fluid ounces in a cup.	G. Give a demonstration, using colored water, before training begins. Have the clients perform the demonstration.
1. Eight (8) fluid ounces in one (1) cup.	1. Implement the following training sequences: a. Clients will state the number of fluid ounces in one cup with the instructor. b. Clients will state the number of fluid ounces in one cup after the instructor has stated it.

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	c. Clients will state the number of fluid ounces in one cup independently.
	After stating the number of fluid ounces in one cup the clients will:
	a. Demonstrate, using colored water, the number of fluid ounces in one cup after the instructor has demonstrated it.
	b. Demonstrate, using colored water, the number of fluid ounces in one cup independently.
H. Client states the number of fluid ounces in a pint.	H. Give a demonstration using colored water before training begins. Have the clients perform the demonstration.
1. Sixteen (16) fluid ounces in one (1) pint.	1. Implement the following training sequence:
	a. Clients will state the number of fluid ounces in one pint with the instructor.
	b. Clients will state the number of fluid ounces in one pint after the instructor has stated it.
	c. Clients will state the number of fluid ounces in one pint independently.
	After stating the number of fluid ounces in one pint the clients will:
	a. Demonstrate, using colored water, the number of fluid ounces in one pint after the instructor has demonstrated it.
	b. Demonstrate, using colored water, the number of fluid ounces in one pint independently.
I. Client states number of fluid ounces in a quart.	I. Give a demonstration using colored water before training begins. Have the clients perform the demonstration.
1. Thirty-two (32) fluid ounces in one (1) quart.	1. Implement the following training sequence:

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

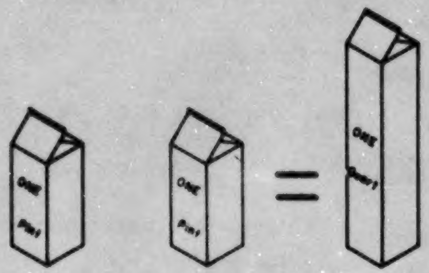
OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

PROCEDURE	KEYPOINTS
	a. Clients will state the number of fluid ounces in one quart with the instructor. b. Clients will state the number of fluid ounces in one quart after the instructor has stated it. c. Clients will state the number of fluid ounces in one quart after the instructor has stated it. After stating the number of fluid ounces in one quart, the clients will: a. Demonstrate, using colored water, the number of fluid ounces in one quart after the instructor has demonstrated it. b. Demonstrate, using colored water, the number of fluid ounces in one quart independently.

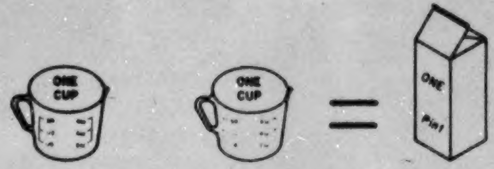
SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.2

OBJECTIVE: CLIENT STATES THE TABLE OF MEASUREMENT EQUALITY FOR LIQUID MEASUREMENT

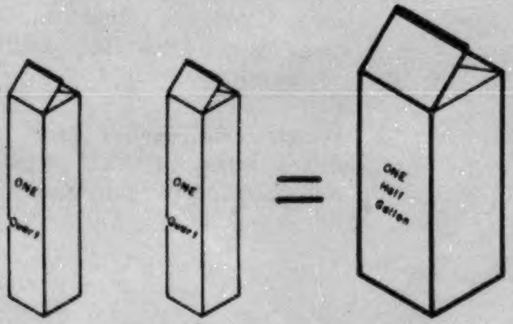
LIQUID MEASUREMENT WORKSHEET


ONE Pint
ONE Pint
=
ONE Quart

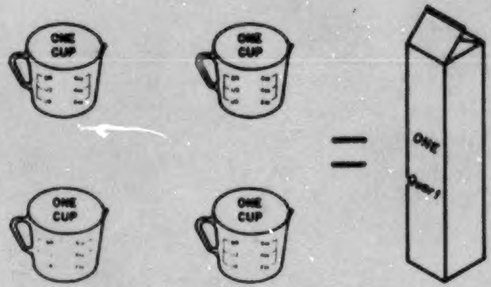
___ PINTS = ___ QUART


ONE CUP
ONE CUP
=
ONE Pint

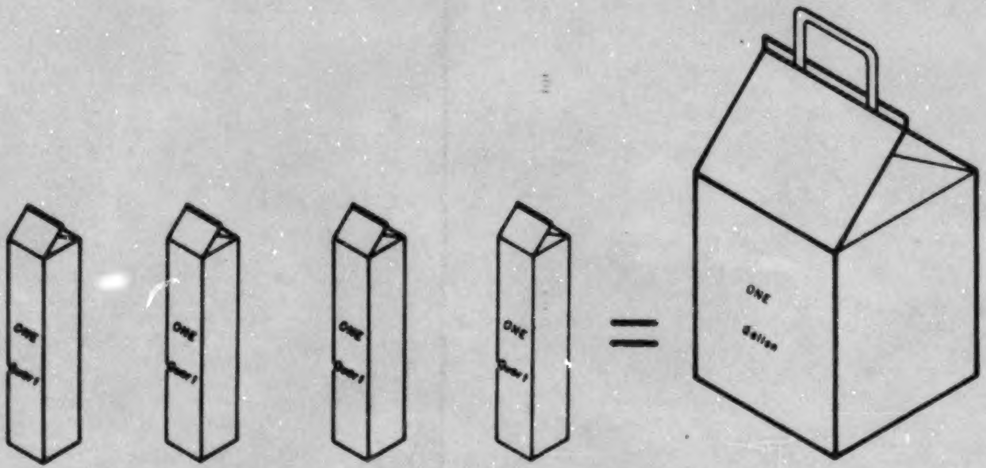
___ CUPS = ___ PINT


ONE Quart
ONE Quart
=
ONE Half Gallon

___ QUARTS = ___ HALF GALLON


ONE CUP
ONE CUP
ONE CUP
ONE CUP
=
ONE Quart

___ CUPS = ___ QUART


ONE Quart
ONE Quart
ONE Quart
ONE Quart
=
ONE Gallon

___ QUARTS = ___ GALLON

COURSE TITLE: MEASUREMENT **TRAINING SEQUENCE**

SKILL AREA: LIQUID MEASUREMENT **SKILL AREA NO.:** 10.3

OBJECTIVE: CLIENT POINTS TO VARIOUS MEASURING LEVELS ON A MEASURING CUP **OBJECTIVE NO.:** 10.3.3

INSTRUCTIONAL MATERIALS REQUIRED: GLASS MEASURING CUP

PERFORMANCE CRITERIA: CLIENT WILL POINT TO VARIOUS MEASURING LEVELS ON A MEASURING CUP FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 10.3.2.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
	Before clients can measure, using a liquid measuring cup, they must first be able to read it correctly.
A. Client points to half (½) of a cup on a one cup liquid measuring cup.	A. Implement the following training sequence: 1. Clients point to half (½) of a cup with the instructor as the instructor points to and names the measurement. 2. Clients point to and name the measurement with the instructor. 3. Clients point to and name the measurement after instructor has done so. 4. Clients point to and name the measurement independently.

514

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.3

OBJECTIVE: CLIENT POINTS TO VARIOUS MEASURING LEVELS ON A MEASURING CUP

PROCEDURE	KEYPOINTS
B. Client points to fourth (¼) of a cup on a one cup liquid measuring cup.	B. Implement the following training sequence: 1. Clients point to fourth(¼) of a cup with the instructor as the instructor points to and names the measurement. 2. Clients point to and name the measurement with the instructor. 3. Clients point to and name the measurement after the instructor has done so. 4. Clients point to and name the measurement independently.
C. Client points to three fourths (¾) of a cup on a one cup liquid measuring cup.	C. Implement the following training sequence: 1. Clients point to three fourths (¾) of a cup with the instructor as the instructor points to and names the measurement. 2. Clients point to and name the measurement with the instructor. 3. Clients point to and name the measurement after the instructor has done so. 4. Clients point to and name the measurement independently.

COURSE TITLE: MEASUREMENT

TRAINING SEQUENCE

SKILL AREA: LIQUID MEASUREMENT

SKILL AREA NO.: 10.3

OBJECTIVE: CLIENT MEASURES SPECIFIED AMOUNTS OF WATER WITH A LIQUID MEASURING CUP

OBJECTIVE NO.: 10.3.4

INSTRUCTIONAL MATERIALS REQUIRED: BLACKBOARD
LIQUID MEASURING CUPS OVERHEAD PROJECTOR

PERFORMANCE CRITERIA: CLIENT WILL MEASURE SPECIFIED AMOUNTS OF WATER WITH A LIQUID MEASURING CUP FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same measurement skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 10.3.3.

REINFORCEMENT: Each correct response must be immediately followed by verbal praise, "good job". Each inappropriate response should be immediately followed by a neutral reinforcement such as "try it again". If this neutral type of reinforcement fails to elicit the desired response, go back to the preceeding step of the training sequence.

PROCEDURE	KEYPOINTS
516	Give the clients a number problem in which they are required to make measurements of one fourth (¼) cup, one half (½) cup, three fourths (¾) cup, and one cup before introducing mixed measurements. Using the blackboard, or an overhead projector write the measurement one and one half (½) cups. Explain to the clients that this means one full cup and one half of another cup. 1½ = 1 and ½ Demonstrate using colored water so that the concept can be readily understood. Have the clients perform the demonstration. Write the measurement two and three fourths (2¾) on the board. Explain that this is two full cups and three fourths of another cup. 2¾ = 1 + 1 + ¾

SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.4

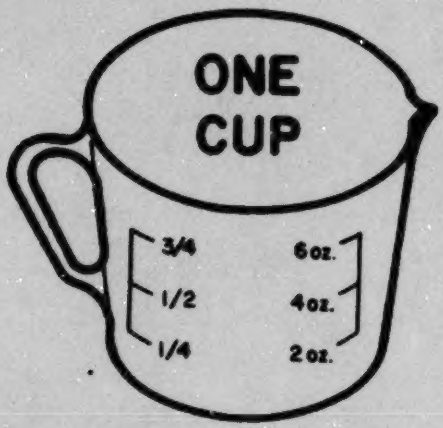
OBJECTIVE: CLIENT MEASURES SPECIFIED AMOUNTS OF WATER WITH A LIQUID MEASURING CUP

PROCEDURE	KEYPOINTS
	Demonstrate using colored water. Have the clients perform the demonstration. Utilize worksheets where clients are required to color in a specified amount of water.
A. Client will measure specified amounts with a one cup liquid measuring cup.	A. Write the measurement on the blackboard and demonstrate using colored water before beginning instruction. Implement the following training sequence:
1. Client measures one and one half (1½) cups.	1. Using a one cup measuring cup the client will: a. Measure the water with the instructor. b. Measure the water after the instructor. c. Measure the water independently.
2. Client measures two and one fourth (2¼) cups.	2. Repeat the above procedure for each specified amount of water.
3. Client measures three and three fourths (3¾) cups.	
	Story problems may be introduced at this time in which clients are required to solve problems regarding measurement equality. To supplement the learning activity, have the clients actually perform the required measurements outlined in the problem in order to arrive at the answer.

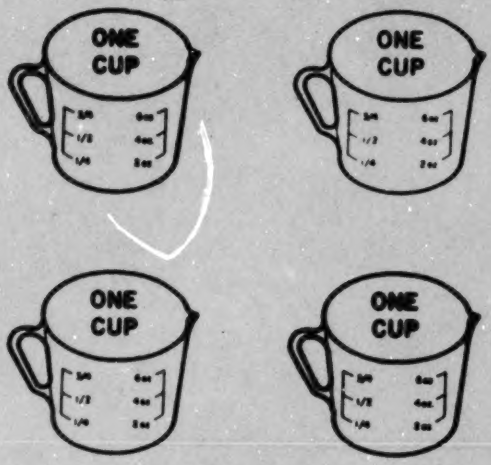
SKILL NO.: 10.3 **OBJECTIVE NO.:** 10.3.4

OBJECTIVE: CLIENT MEASURES SPECIFIED AMOUNTS OF WATER WITH A LIQUID MEASURING CUP

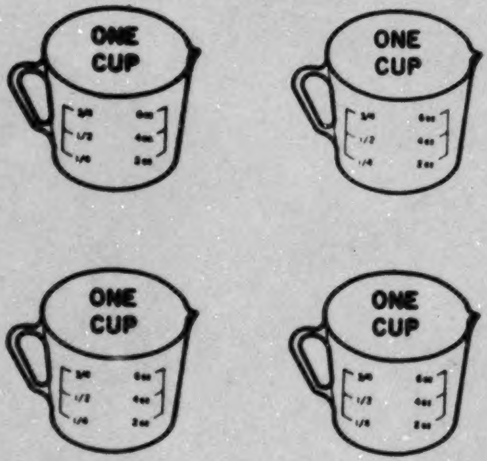
LIQUID MEASUREMENT WORKSHEET


ONE
CUP
3/4
1/2
1/4
6oz.
4oz.
2oz.

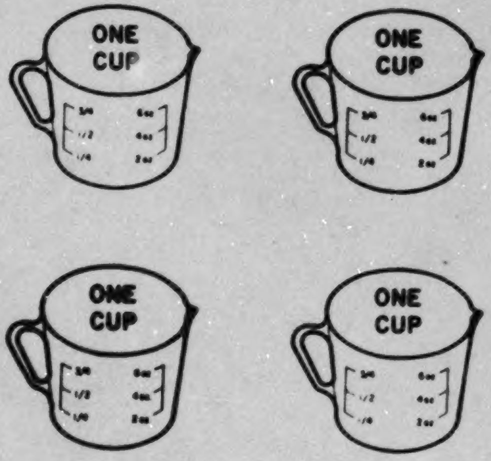
COLOR CUP, HALF (½) FULL


ONE CUP
ONE CUP
ONE CUP
ONE CUP

COLOR ONE AND ONE HALF (1½) CUPS FULL


ONE CUP
ONE CUP
ONE CUP
ONE CUP

COLOR TWO AND ONE FOURTH (2¼) CUPS FULL


ONE CUP
ONE CUP
ONE CUP
ONE CUP

COLOR THREE AND THREE FOURTHS (3¾) CUPS FULL

SKILL AREA NO. 11

HOUSEKEEPING

INTRODUCTION

Housekeeping skills are very important to the development of independent living skills. The following segment of the curriculum is directed toward giving the clients the basic knowledge and skills that will enable him/her to live independently in terms of housekeeping skills.

The unit is designed to introduce the clients to basic cleaning jobs and to teach them to perform them in a satisfactory manner. Some of these jobs are:

1. **Making a bed.**
2. **Cleaning windows and mirrors.**
3. **Dusting furniture.**
4. **Sweeping and mopping a floor.**
5. **Vacuuming a carpet.**
6. **Cleaning a tub, a sink, and a toilet.**

Begin the Housecleaning Unit by showing the clients an illustration (or picture) of a very cluttered room. Discuss the feeling a cluttered room gives to people. Have the clients list or name the things they would do to make the room more neat appearing.

Discuss with the clients the difficulty of working in a cluttered space. Emphasize the responsibility of each family member to keep their belongings put away, and to keep their space in the home uncluttered.

Stress that adequate storage space is helpful in keeping the home uncluttered. Use magazine illustrations to show the clients possible ways to organize storage space. Show various materials that have been used to organize storage space, such as:

1. **Drawer dividers in kitchen.**
2. **Hooks for hanging extension cords.**
3. **Brackets for hanging mops and brooms, etc.**

At this point discuss with the clients the importance of:

1. **Keeping a home easier to clean by picking up clutter daily.**
2. **Having a place for everything and keeping everything in its place.**

Activities

1. **Have the clients check their own home to see what items are often left scattered around the house and make a list of these.**

   Use this list to help the clients develop storage places in their home (room) for the items listed.

2. **Covered boxes, drawer dividers, etc., may be used to make storage space in the clients' home more useable. Making these things could be a classroom project for the clients.**
3. **Field trip to variety store (i.e. Salvation Army Thrift Store) to explore storage devices that are available to buy at low cost.**

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT STORES CLEANING EQUIPMENT AND SUPPLIES **OBJECTIVE NO.:** 11.1.1

INSTRUCTIONAL MATERIALS REQUIRED: 2 GALLON MILK CONTAINER AEROSOL CANS BROOMS CARDBOARD TUBES CLEANING AGENTS CLEANING CLOSET CORDS METAL COFFEE CANS OILY RAGS SHOE BAG WORKSHEET

PERFORMANCE CRITERIA: THE CLIENT WILL STORE CLEANING EQUIPMENT AND SUPPLIES APPROPRIATELY FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	It is imperative that the clients practice safe storage techniques for cleaning supplies and equipment. Using a cleaning closet, show and explain to the clients the following principles of storage with regard to cleaning supplies. 1. The use of hooks, nails, etc., to use as hangers for brooms, cords and other equipment. 2. Storage of aerosol cans away from heat. 3. Storage of poisonous cleaning agents on the top shelf, away from children. 4. Storage of oily rags in covered metal containers.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.1

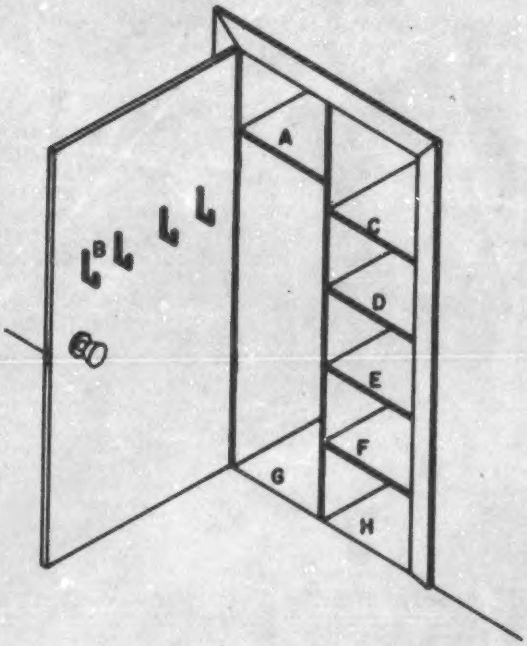
OBJECTIVE: CLIENT STORES CLEANING EQUIPMENT AND SUPPLIES

PROCEDURE	KEYPOINTS
	After demonstrating and discussing how to store the cleaning supplies, have the clients select the appropriate storage for various cleaning items.
	Using a transparency, or a drawing on the blackboard, have the clients tell where the cleaning items should be placed.
A. Client will store cleaning supplies and equipment in appropriate place.	A. Give the clients worksheets to indicate where cleaning supplies and equipment should be stored.
	Activities
	1. Guest speaker: Fireman to discuss safety in the home with regard to the storage and use of cleaners, cleaning cloths, and the safe use of electric cleaning appliances.
	2. Show clients some inexpensive ideas to make better storage space.
	a. Hang a shoe bag to the closet door to hold small brushes, cans, bottles, etc.
	b. Use covered metal coffee cans for oily rags.
	c. Use a 2 gallon milk carton to carry cleaning supplies from room to room.
	d. Use toilet paper tubes or paper towel tubes to store electric cords. (Cord is folded and placed inside tube.)
	Be certain to stress to the clients NOT to mix different brands of products that seem to be the same just to save space.
	3. Field Trip: Mobile home to look at the available storage and compare types and amounts of space used for storage.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.1

OBJECTIVE: CLIENT STORES CLEANING EQUIPMENT AND SUPPLIES

Below is an illustration of a cleaning closet that is empty. Where should you put each of the following supplies and equipment?



1. ______________________ Broom
2. ______________________ Vacuum cleaner with hose
3. ______________________ Dry mop
4. ______________________ Two extension cords
5. ______________________ Oily dust cloths
6. ______________________ Dusting spray
7. ______________________ Furniture polish
8. ______________________ Cleanser (powdered, for bathroom fixtures, etc.)
9. ______________________ Dust pan
10. ______________________ Mop pail
11. ______________________ Liquid cleaner
12. ______________________ Spray window cleaner
13. ______________________ Wet mop
14. ______________________ Household gloves

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT SWEEPS WITH A BROOM AND USES A DUSTPAN **OBJECTIVE NO.:** 11.1.2

INSTRUCTIONAL MATERIALS REQUIRED: BROOM DIRT DUSTPAN HAND BROOM SAWDUST TRASH CAN WOOD SHAVINGS

PERFORMANCE CRITERIA: CLIENT WILL SWEEP WITH A BROOM AND USE A DUST PAN FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

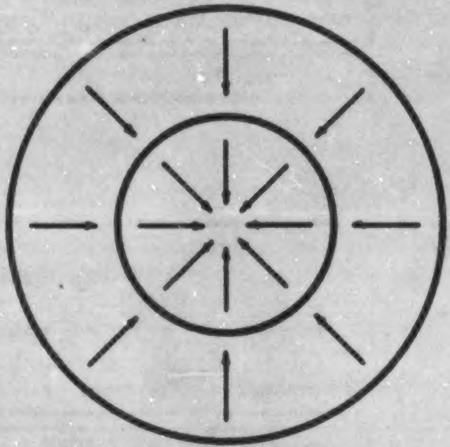
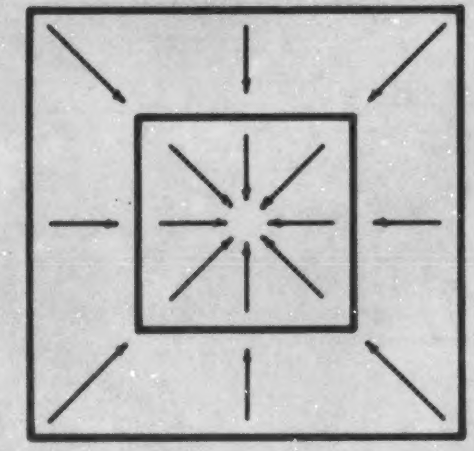
PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Initially use either sawdust or wood shaving so that the clients can see what to sweep and can also see the results.

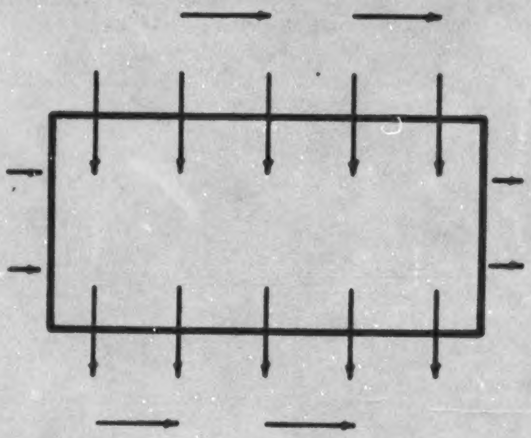
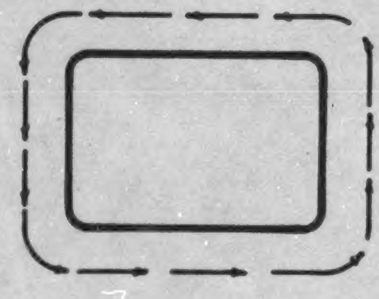
SKILL NO.: 11.1 **OBJECTIVE NO.: 11.1.2**

OBJECTIVE: CLIENT SWEEPS WITH A BROOM AND USES A DUSTPAN

PROCEDURE	KEYPOINTS
	The most efficient method of sweeping is performed when the strokes of the broom are long and close to the floor. This will keep the dust from scattering. The clients should be instructed to sweep in a circular or rectangular pattern. Establishing a pattern will ensure that the entire surface area has been swept.
A. Client will sweep a large, designated surface area.	A. Begin instruction by having the clients sweep sawdust as they move around the circle (rectangle) working to enclose the larger area into the smaller area. The areas can be designated by chalk or square tiles.  
B. Client will sweep an open floor space, and will sweep the dirt into a designated tile area.	B. The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.2

OBJECTIVE: CLIENT SWEEPS WITH A BROOM AND USES A DUSTPAN

PROCEDURE	KEYPOINTS
	2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary - intervention in the form of modeling a verbal cue. 5. Clients perform the task independently. 6. Repeat above steps, if necessary.
C. Client moves chairs and sweeps under table.	C. Merely move chairs to one side and sweep. Stress to replace chairs in their proper position. When sweeping under a table sweep from one end to the other, underneath table. 
D. Client sweeps around heavy furniture.	D. Sweeping motion is in one direction under furniture. Sweep around outside of furniture as shown below. 
E. Client will dispose of sweepings.	E. Using a dustpan and a hand broom:

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.2

OBJECTIVE: CLIENT SWEEPS WITH A BROOM AND USES A DUSTPAN

PROCEDURE	KEYPOINTS
	1. Sweeps dirt into small circle. 2. Places dustpan in front of sweepings. 3. Uses hand broom or whisk broom and sweeps dust into dustpan. 4. Moves dustpan back an inch at a time sweeping up the remaining dirt. 5. Puts sweepings into a trash can. Upon completion, the clients should return the dustpan and the broom to the proper storage place.
F. Client will sweep the floor independently.	F. Do not offer any verbal cueing or modeling to the clients. Use the evaluation sheet to chart their accuracy. If necessary, repeat the training sequence.

COURSE TITLE: HOUSEKEEPING

TRAINING SEQUENCE

SKILL AREA: HOUSEKEEPING

SKILL AREA NO.: 11.1

OBJECTIVE: CLIENT DUSTS FURNITURE USING A FURNITURE SPRAY AND A DUSTCLOTH

OBJECTIVE NO.: 11.1.3

INSTRUCTIONAL MATERIALS REQUIRED: CLOTH (SOFT, NON-ABRASIVE) FURNITURE SPRAY FURNITURE SMALL TABLE ARTICLES

PERFORMANCE CRITERIA: CLIENT WILL DUST FURNITURE USING A DUSTCLOTH AND FURNITURE SPRAY FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
528	Begin by discussing with the clients the supplies needed to dust furniture and what furniture items are usually dusted. Display a furniture spray and a soft dust cloth. Stress to the clients that a soft cloth is used so as not to scratch the wood surfaces.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.3

OBJECTIVE: CLIENT DUSTS FURNITURE USING A FURNITURE SPRAY AND A DUSTCLOTH

PROCEDURE	KEYPOINTS
	Display picutres of the various pieces of furniture that can be dusted throughout a house:

1. Livingroom.
    a. Table.
    b. Chairs.
    c. Television.
2. Bedroom.
    a. Bed frame.
    b. Dresser.
3. Kitchen.
    a. Table.
    b. Chairs.
    c. Refrigerator.

Discuss with clients that dusting should be done at least once a week, if not more. A soft, non-abrasive cloth is to be used to avoid scratching the furniture.

Discuss with clients that a good furniture spray wax used each time they dust will protect the wood furniture and make it shine.

Activity

1. Explain to the clients why a soft cloth is to be used; then, have them select a dusting cloth from: 1) sponge 2) rough cloth and 3) soft cloth.

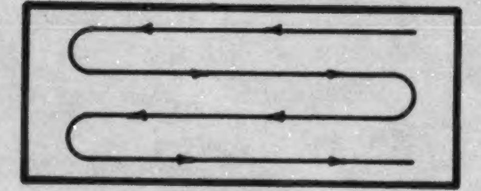
   If the clients select the wrong cloth explain again why a soft cloth is to be used and have them make the choice again. Repeat as often as necessary.

The basic training sequence the instructor should follow is:

1. Instructor demonstrates the technique.
2. Clients perform the task.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.3

OBJECTIVE: CLIENT DUSTS FURNITURE USING FURNITURE SPRAY AND A DUST CLOTH

PROCEDURE	KEYPOINTS
	3. Evaluation of performance by the instructor. 4. If necessary - intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary. Explain and demonstrate the correct dusting procedures: 1. Remove articles on the furniture. 2. Spray wax onto the top of the furniture. 3. Dust furniture from the top to the bottom. This will avoid scattering the dust. 4. Dust the sides, arms and legs. 5. Dust small articles and replace on furniture.
A. Client will choose the proper cleaning supplies. 1. Soft cloth. 2. Furniture spray.	A. Have a display of various items from which the clients must choose the proper supplies.
B. Client will apply furniture spray.	B. Stress to apply the spray to the top only. A slight covering is all that is needed. Holding the cap down, pass the can over the top by going from one side to the other. 
C. Client will dust from top to bottom.	C. A television, stereo cabinet, or a bookcase are good furniture items on which to demonstrate.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.3

OBJECTIVE: CLIENT DUSTS FURNITURE USING A FURNITURE SPRAY AND A DUSTCLOTH

PROCEDURE	KEYPOINTS
D. Client will dust the sides of wood furniture, arms, and legs.	D. Tables and chairs are good furniture items on which to demonstrate.
E. Client will remove articles on tables, etc. and dust the articles as well as the furniture.	E. A coffee table, dressing table, or "what-not" shelf are good furniture items on which to demonstrate. Upon finishing, the clients should replace the cleaning equipment in its proper storage place.
F. Client will dust furniture independently.	F. Do not offer any verbal cueing or model. Use the evaluation sheet to chart their accuracy. If necessary, repeat the training sequence.

COURSE TITLE: HOUSEKEEPING　　**TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING　　**SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT USES A VACUUM CLEANER　　**OBJECTIVE NO.:** 11.1.4

INSTRUCTIONAL MATERIALS REQUIRED: VACUUM　VACUUM BAGS
VACUUM ATTACHMENTS (CREVICE TOOLS, CARPET TOOL, EXTENSION PIECES)

PERFORMANCE CRITERIA: CLIENT WILL VACUUM A RUG FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Begin by showing pictures of various types of vacuum cleaners to the clients. If possible, display an upright and a hose type to demonstrate with. Allow clients to use each for a few minutes.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.4

OBJECTIVE: CLIENT USES A VACUUM CLEANER

PROCEDURE | **KEYPOINTS**

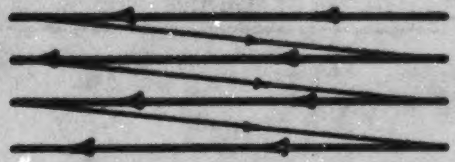
Show and explain the various attachments and what they are used for:

1. Crevice tool.
    a. Vacuum the edge of the carpet.
    b. Vacuum baseboard.
2. Carpet tool.
    a. Vacuum carpets.
3. Extension and/or hose.
    a. Vacuum under furniture.

Demonstrate how each attachment is placed on the vacuum cleaner.

Demonstrate how to check a vacuum bag and replace or empty it.

Discuss the direction of the vacuum as it is moved across the carpet. The clients should be taught to vacuum pushing in one direction the length of the arm, then pulling the vacuum backwards over the area vacuumed and to the side. Repeat the same procedure going from one side of the carpet to the other.



Display pictures of the types of carpets that can be vacuumed. Have the clients bring pictures of differenct types of carpeting. If possible, have small samples of various carpets to show.

Throw rugs should also be discussed. There are many types of area rugs to mention. Again, show pictures of the many types of area rugs and have clients bring magazine pictures.

Explain to the clients that carpets and area rugs can be found almost anyplace in the home; kitchen, livingroom, bathroom, bedroom, even on the patio or in the basement. There is outdoor carpeting that can be vacuumed also.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.4

OBJECTIVE: CLIENT USES A VACUUM CLEANER

PROCEDURE	KEYPOINTS
	Emphasize to the clients to vacuum at least once a week if not more. The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary, intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary. Explain and demonstrate the correct vacuuming procedure. 1. Check the bag to see if it is full. 2. Empty or refill the vacuum bag if necessary. 3. Plug in the vacuum cleaner. 4. Vacuum the floor in the before mentioned method.
A. Client uses vacuum cleaner attachments correctly and states their use.	A. Clients must be able to correctly use each of the attachments and explain what they are used for.
B. Client vacuums surface area thoroughly.	B. Have clients vacuum using both the upright and the hose models.
C. Client vacuums where edge of carpet meets the wall.	C. This will take a special attachment. Do not assist the clients–they should put on the attachment when given the cue, "Vacuum the edges of the carpet next to the wall." When first instructing, verbalize the cue when modeling for clients.
D. Client will vacuum baseboard of room.	D. This will take a special attachment. Do not assist the clients. They should put on the attachment when given the verbal cue, "Vacuum the baseboards." When first instructing, verbalize the cue when modeling for clients.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.4

OBJECTIVE: CLIENT USES A VACUUM CLEANER

PROCEDURE	KEYPOINTS
E. Client will vacuum under the furniture.	E. This will take a special attachment. Do not assist the clients. They should put on the attachment when given the cue, "Vacuum under the furniture." When first instructing, verbalize the cue when modeling.
1. Client will move light weight furniture.	1. As in sweeping, the light weight furniture should be moved instead of vacuuming under it. When area has been vacuumed, the furniture should be replaced in the proper position.
F. Client will check vacuum bag and replace or empty it, if necessary.	F. Both upright vacuums and the canister model vacuum either use refills or are emptied. Check the vacuums being used and read the directions to the clients regarding the vacuum bag. Instruct, using the outlined method below:
1. Replace bag.	1. Clients should: a. Open vacuum. b. Remove bag and place in trash can. c. Insert new bag. d. Close vacuum.
2. Empty bag.	2. Clients should. a. Open vacuum. b. Remove bag. c. Empty contents into trash can. d. Replace bag. e. Close vacuum. If the bag cannot be removed, the clients should: 1. Spread several newspapers on the floor next to the vacuum. 2. Place vacuum on newspapers. 3. Open vacuum.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.4

OBJECTIVE: CLIENT USES A VACUUM CLEANER

PROCEDURE	KEYPOINTS
	4. Empty vacuum bag onto the newspaper. 5. Close vacuum and move off of newspaper. 6. Fold up newspapers and carry to the trash. When finished, clients should replace the vacuum and the attachments to the proper storage area.
G. Client will vacuum independently.	G. Do not offer any verbal cueing or modeling to the clients. Use the evaluation sheet to chart their accuracy. If necessary repeat the training sequence. Discuss with the clients why one should vacuum the upholstery. Show the attachments used for cleaning upholstery: 1. Fabric tool. 2. Crevice tool. Demonstrate how they are placed on the vacuum and how they are used.
H. Client will obtain the necessary equipment for cleaning furniture. 1. Vacuum. 2. Fabric and crevice tool.	H. Tell the clients they are to obtain the necessary equipment to vacuum the furniture. If the clients do not obtain the proper equipment, discuss and have them make another selection.
I. Client will vacuum furniture.	I. Implement the following procedural steps: 1. Remove and vacuum cushions. 2. Vacuum beneath the cushions. 3. Vacuum the outside surfaces of the upholstered furniture. 4. Replace cushions.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.4

OBJECTIVE: CLIENT USES A VACUUM CLEANER

PROCEDURE	KEYPOINTS
	5. Check vacuum bag to see if it is full. If necessary, empty or change the bag. When finished, clients should return vacuum and attachments to the proper storage area.
J. Client will vacuum upholstered furniture, independently.	J. Offer no verbal cueing or modeling to the clients. Evaluate the clients using the checklist.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT CLEANS WINDOWS AND MIRRORS **OBJECTIVE NO.:** 11.1.5

INSTRUCTIONAL MATERIALS REQUIRED: ABSORBENT PAPER (NEWSPAPER OR PAPER TOWELS) CLEANING SOLUTION (WATER & AMMONIA OR WATER & VINEGAR) CLEANING SPRAY MEASURING CUP MIRRORS RAGS SMALL BUCKET WINDOWS

PERFORMANCE CRITERIA: CLIENT WILL CLEAN A WINDOW AND/OR A MIRROR FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Begin by discussing the supplies needed to clean windows and mirrors. Supplies needed are absorbent cloths or paper and either a cleaning solution or a cleaning spray. The cleaning solution is made with water and ammonia or water and vinegar. Make a display of these items.

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SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.5

OBJECTIVE: CLIENT CLEANS WINDOWS AND MIRRORS

PROCEDURE	KEYPOINTS
	Windows and mirrors should be cleaned twice a month. If a particular mirror or window gets dirty often, it might require cleaning everyday to once a week.
	Using a small bucket, demonstrate how to make the cleaning solution.
A. Client will make cleaning solution. **1. Vinegar and water.** **One gallon of water** **One half cup vinegar** **2. Ammonia and water.** **One gallon of water** **One cup of ammonia**	A. Have the clients fill a small bucket three quarters full of water and add one half cup of vinegar or ammonia and stir the solution slightly.
	Demonstrate before actual training. **1. Have the clients make solution after the instructor has demonstrated.** **2. Have the clients make the solution independently.**
	Explain and demonstrate the correct wiping procedures of the wet rag. Wiping is to be done in a circular motion. **1. Left top to middle.** **2. Right top to middle.** **3. Top to middle.** **4. Left bottom to middle.** **5. Right bottom to middle.** **6. Bottom middle.**
	If the clients have difficulty in mastering the procedure, have them wipe in a left-to-right direction.
	Explain and demonstrate the correct wiping procedure for the "dry" rag.
	For teaching purposes, use a large mirror to demonstrate each of the above procedures.

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SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.5

OBJECTIVE: CLIENT CLEANS WINDOWS AND MIRRORS

PROCEDURE	KEYPOINTS
	The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary, intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary.
B. Client will obtain the necessary supplies. 1. Absorbent cloth. a. Newspaper. b. Paper towels. 2. Cleaning spray or a homemade cleaning solution.	B. Have a variety of cleaning items to choose from. Have two separate displays, one of which contains no cleaning spray. The clients must then inform the instructor that a cleaning solution must be added to make the solution—either vinegar and water or ammonia and water.
C. Client will spray windows with cleaner.	C. Read directions on the label. Then implement the following training steps: The instructor will use a grease pencil and mark an "X" in each area to be sprayed until the clients use the spray appropriately. 1. Top left corner. 2. Top right corner. 3. Top middle. 4. Bottom left corner. 5. Bottom right corner. 6. Bottom middle. Use the underlined words as verbal cues. Repeat them until the clients spray without an "X" or a cue.
D. Client will wipe with "wet" rag.	D. This is the cleaning stage. The clients are to wipe in a circular motion.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.5

OBJECTIVE: CLIENT CLEANS WINDOWS AND MIRRORS

PROCEDURE	KEYPOINTS
1. Use a wet rag.	1. Left top to middle. 2. Right top to middle. 3. Top to middle. 4. Left bottom to middle. 5. Right bottom to middle. 6. Bottom middle.
	Repeat until the clients can perform independently without cueing.
E. Client will wipe with "dry" rag. 1. Use paper towel or newspaper.	E. This is the drying stage. The clients are to 1) wipe from the top to the bottom of the length of the window, and 2) horizontally from the left to the right.
	Drying will remove any streak marks.
	When finished the clients must put away the cleaning supplies.
	Homemade cleaning solution
	If Client is making the cleaner, step B should read:
F. Client will clean with homemade solution.	F. Have clients make cleaning solution. Using a rag, implement the following procedure. Clients are to: 1. Rinse the rag in solution. 2. Squeeze partially dry and apply solution to area being cleaned. 3. Put rag back into solution.
	The instructor will use a grease pencil and mark an "X" in each area to be dampened until the clients use the solution appropriately.
	1. Top left corner. 2. Top right corner. 3. Top middle. 4. Bottom left corner. 5. Bottom right corner.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.5

OBJECTIVE: CLIENT CLEANS WINDOWS AND MIRRORS

PROCEDURE	KEYPOINTS
	6. Bottom middle. Use the underlined words as verbal cues. Repeat until clients spray without "X" or cue.
G. Client will apply cleaning technique to washing a mirror.	G. This applies to the positioning of the spray or solution, and the "wet" and "dry" wiping stages.
H. Client will apply cleaning technique to washing a window.	H. This applies to the positioning of the spray or solution and the "wet" and "dry" wiping stages.
I. Client will obtain the necessary supplies and wash a mirror or window independently.	I. Do not offer any verbal cueing or modeling to the clients. Use the evaluation sheet to chart their accuracy.
	If necessary, repeat troublesome procedural steps.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT CLEANS TUB, SINK, AND TOILET **OBJECTIVE NO.:** 11.1.6

INSTRUCTIONAL MATERIALS REQUIRED: POWDERED CLEANSER RUBBER GLOVES SINK SPONGE TOILET TUB

PERFORMANCE CRITERIA: CLIENT WILL CLEAN A TUB, SINK, AND TOILET FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Begin by showing pictures of tubs, toilets and various types of sinks. Display those supplies needed to clean the three objects, namely:

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.6

OBJECTIVE: CLIENT CLEANS TUB, SINK, AND TOILET

PROCEDURE	KEYPOINTS
	1. Powdered cleanser. 2. Cloth or sponge. 3. Liquid cleanser.
	Try to display a magazine picture of each possible location for a tub, toilet, and sink. Have clients bring magazine pictures to make a bulletin board display.
	Emphasize that these items should be cleaned at least every two or three days.
	Demonstrate how to clean each item; however, the steps are the same for each. For instructional purposes, demonstrate cleaning a sink and a toilet.
	The procedure for cleaning is: 1. Dampen the area to be cleaned. 2. Sprinkle cleanser over the area to be cleaned. 3. Scrub with a sponge or cloth. 4. Rinse with warm water until the cleanser and all visible dirt are gone.
	The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary, intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary.
A. Client will obtain the necessary supplies. 1. Powdered cleanser. 2. Sponge or cloth.	A. Have a variety of cleaning items to choose from. If clients choose the wrong supplies, repeat the training process.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.6

OBJECTIVE: CLIENT CLEANS TUB, SINK, AND TOILET

PROCEDURE	KEYPOINTS
B. Client cleans tub.	B. Teach the following steps: 1. Rinse tub. 2. Sprinkle cleanser on bottom of tub. 3. Scrub bottom, sides, top, edges, and front of tub. 4. Wipe sides, top, edges, and front with a damp cloth. 5. Rinse sides and bottom with warm water. Repeat until clients can clean the tub independently.
C. Client cleans sink.	C. Teach the following steps: 1. Rinse sink. 2. Sprinkle cleanser on bottom of basin. 3. Scrub bottom, sides, top edges and outside edges of sink. 4. Rinse basin and sponge. 5. Wipe top edges and outside edges with a damp sponge. 6. Rinse inside and bottom of basic with warm water. Repeat until clients can clean sink independently.
D. Client can clean toilet. 1. Toilet brush. 2. Sponge.	D. Teach the following steps: 1. Raise lid and toilet seat. 2. Flush toilet. 3. Sprinkle powdered cleanser into toilet bowl and up onto the sides of the bowl. 4. Put on rubber gloves. 5. Scrub toilet bowl, sides, and down the neck.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.6

OBJECTIVE: CLIENT CLEANS TUB, SINK AND TOILET

PROCEDURE	KEYPOINTS
	6. Squeeze sponge and wipe top edges of bowl, under side of toilet seat, top of toilet seat, and under side of lid. 7. Rinse sponge in bowl and wipe off side of bowl to the floor. 8. Repeat procedure and flush toilet. Repeat until clients can clean toilet independently.

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COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT DRY MOPS A FLOOR **OBJECTIVE NO.:** 11.1.7

INSTRUCTIONAL MATERIALS REQUIRED: DRY MOP DUST PAN DUSTING SPRAY
HAND BROOM VARIOUS FURNITURE

PERFORMANCE CRITERIA: CLIENT WILL DRY MOP A FLOOR FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Begin by showing pictures of furnished room. The pictures should depict rooms with carpets, throw rugs, and wood and tile floors. Discuss that a vacuum is used for carpets and throw rugs, and that a dry mop is used for wood and tile floors. Stress that a dry mop will pick up the dirt on a wood floor or tile much better than a vacuum.

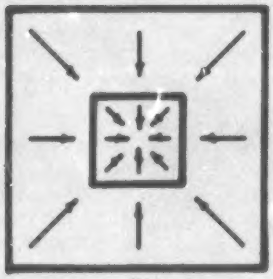
SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.7

OBJECTIVE: CLIENT DRY MOPS A FLOOR

PROCEDURE	KEYPOINTS
	Arrange a display with a mop and dusting spray. Explain that the dusting spray helps the mop to pick up the fine dirt on the floor. Emphasize that floors should be dry mopped at least every three days. The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary, intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary.
A. Client will obtain needed supplies. 1. Dry mop. 2. Dusting spray.	A. Tell the clients they are to dry mop a floor. They are to go to the storage closet and obtain the needed supplies.
B. Client will apply dusting spray to the mop head.	B. Read the label instructions before training begins. 1. Place the top of handle on the floor so the mop head is up and facing the body. 2. Put the mop head in a perpendicular position so that the bottom of the mop head is facing the body. 3. Apply the dusting spray to the bottom of the mop head.
C. Client will dry mop under furniture.	C. Mop underneath the furniture before mopping floor to ensure getting all of the dust. Mop by: 1. Starting beneath at the back of the piece of furniture and mopping to the front in a left to right motion.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.7

OBJECTIVE: CLIENT DRY MOPS A FLOOR

PROCEDURE	KEYPOINTS
D. Client will dry mop the floor.	D. Like sweeping, it is to be done from the sides to the center of the room. 1. Use a designated segment to begin instruction. Work from a large square area into a smaller square area. Tiles or chalked areas are excellent. 2. Start from corners and mop towards the center of the room.  3. Move the mop in a left-to-right motion. Do not pick the mop off the floor. 4. When finished mopping, lift the mop off the floor and take it outside to shake. 5. Using a dust pan and hand broom, sweep any dust onto the dustpan and empty into trash can. When finished, the clients should return the supplies to their proper storage area.
E. Client will dust mop a floor independently.	E. Do not offer any verbal cueing or modeling to the clients. Use check sheet to evaluate performance. If necessary, repeat the training sequence.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT WET MOPS A FLOOR **OBJECTIVE NO.:** 11.1.8

INSTRUCTIONAL MATERIALS REQUIRED: BROOM BUCKET CLEANING SOLUTION DRY MOP
DUST PAN HAND BROOM RAGS SINK
WATER WET MOP

PERFORMANCE CRITERIA: CLIENT WILL WET MOP A FLOOR FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objectives 11.1.2 and 11.1.7.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Discuss with clients that wet mopping is used to clean kitchen tile, bathroom tile and livingroom lineoleum. Show pictures of each.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.8

OBJECTIVE: CLIENT WET MOPS A FLOOR

PROCEDURE	KEYPOINTS
	Make a display of the supplies needed and discuss: 1. Bucket. 2. Liquid cleaner. 3. Wet mop. 4. Rags. 5. Broom or dry mop. 6. Dust pan and hand broom.
	Explain to the clients that the floor must be prepared for set mopping by sweeping up the dirt before hand. This is done by either sweeping or dry mopping the floor.
	The cleaning solution is made by mixing a liquid cleaner with water. Show a liquid cleaner while reading the label instructions. Discuss.
A. Client will obtain needed supplies: 1. Broom/dry mop. 2. Dust pan. 3. Hand broom. 4. Bucket. 5. Liquid cleaner. 6. Wet mop. 7. Rags.	A. Tell the clients that they are to wet mop a floor and to obtain the supplies. Have the clients state what each supply will be used for.
B. Client will prepare the floor for wet mopping.	B. Stack the chairs and/or remove the furniture from area.
1. Sweeping.	1. Sweep the floor using the procedure outlined in objective 11.1.2.
2. Dust mopping.	2. Dust mop the floor using the procedure outlined in objective 11.1.7.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.8

OBJECTIVE: CLIENT WET MOPS A FLOOR

PROCEDURE	KEYPOINTS
C. Client will prepare a cleaning solution.	C. Have the clients follow the instructions on the label. Clients should: 1. Fill bucket three fourths full with warm water. 2. Put one fourth cup of liquid cleaner into the bucket. The basic training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary, intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary.
D. Client will wet mop a floor.	D. Implement the following training steps: 1. Wet the mop in the cleaning solution. 2. Squeeze out excess water. Mop should just be damp. 3. Mop the floor. a. Mopping motion should be in one direction moving the width of the room. Clients should mop under any furniture that cannot be set aside. 4. Using a rag dampened in the cleaning solution, hand scrub the edges and corners where the mop cannot reach. 5. Dip the mop into the cleaning solution frequently. Stress to clients this will keep the mop clean and replenish the cleaning solution on the mop. Stress to the clients to begin mopping opposite the exit, making their way towards the door.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.8

OBJECTIVE: CLIENT WET MOPS A FLOOR

PROCEDURE	KEYPOINTS
	When finished, the clients are to leave the room, allowing the floor to dry before walking on it.
E. Client will clean equipment and replace in the proper storage area.	E. Implement the following steps: 1. Take the bucket and mop to a sink. 2. Empty the bucket into the sink. 3. Rinse the bucket and fill it half full with cold water. 4. Rinse the mop head using the clear water in the bucket. 5. Squeeze the mop thoroughly. 6. Empty the bucket and dry it with a clean rag. 7. Return the equipment to storage area.
F. Client will wet mop a floor independently.	F. Do not offer any verbal cueing or modeling to the clients.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT MAKES A BED **OBJECTIVE NO.:** 11.1.9

INSTRUCTIONAL MATERIALS REQUIRED: BED SPREAD BLANKET FITTED BOTTOM SHEET
MATTRESS COVER PILLOWS PILLOW CASES
REGULAR TOP SHEET SINGLE BED

PERFORMANCE CRITERIA: CLIENT WILL MAKE A BED FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Begin by showing and discussing those items needed when making a bed: 1. Mattress cover: Keeps the mattress from getting dirty. The cover should be washed periodically.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE	KEYPOINTS
	2. Fitted bottom sheet: The sheet that you lay on. The elastic on the ends keeps the sheet on the mattress.
	Display a regular bottom sheet to help clients comprehend the difference between "fitted" and "regular".
	3. Regular top sheet: This sheet goes on top of the bottom sheet. The ends are not fitted so that the sheet will lay loose on the bed.
	4. Blanket.
	5. Bedspread: To keep the blanket clean and make the bed more attractive.
	6. Pillow.
	7. Pillow case: To keep the pillow clean.
	Keep these items on display.
	Show a picture of a bed and mattress. Discuss with clients that a good mattress will be somewhat hard or stiff - not soft and bouncy.
	Compare pictures of a single bed and a double bed.
	If possible, have actual beds for comparison or take a field trip to a motel.
	Make a bulletin board of various sheet designs, blankets and bedspreads. Have the clients bring magazine pictures from home.
	Before beginning actual training, make a bed while the clients observe.
B. The client will make a bed.	B. The clients are to make the bed completely by following the steps below. Please read the program carefully before you start to work with the clients. The clients must complete each step perfectly and correctly before you allow proceeding to the next step. If the clients cannot complete the step correctly without help, you must provide whatever amount of help is necessary to ensure that the step is completed correctly.
	1. Spread the mattress pad over the bed so it is centered on the mattress.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE	KEYPOINTS
	2. Unfold the fitted sheet, and lay it over the mattress cover. 3. Fit the upper left corner of the sheet over the corresponding corner of the mattress securely. 4. Fit the lower right corner of the sheet over the corresponding corner of the mattress securely. 5. Fit the upper right corner of the sheet over the corresponding corner of the mattress securely. 6. Fit the lower left corner of the sheet over the corresponding corner of the mattress securely. Note: The clients may have to lift the corner of the mattrass up to fit the sheet over it. 7. The clients are then to pull the edges and corners of the sheet tightly to smooth out all wrinkles in it. 8. Unfold the top sheet. Grasp the top sheet by the lower edge with both hands and spread as far from each other as possible. 9. Stand at the foot of the bed and spread the top sheet over the bed by flipping it in the air over the bed. 10. The clients are to walk to the head of the bed, grasp the top edge of the sheet with both hands and position it so the top edge of the sheet is approximately 10" to 12" below the top edge of the mattress and so it runs evenly, parallel to the top edge of the mattress. 11. The clients are then to walk back to the foot of the bed and gently pull on the bottom edge of the sheet until the horizontal wrinkles are out. 12. The clients are then to check both sides of the bed to see if the sheet hangs evenly on both sides. If it does, go on to step 13. If it does not, the clients must stand on the side where the sheet is shorter, grasp the edge of the sheet

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE	KEYPOINTS
	with both hands spread as far apart as possible, lift the edge slightly above the bed, and pull the sheet enough so it will be even. Clients then check the length of the sides again to see if they are even. If not, repeat the above process until they are even.
	13. After the sides are made even, the clients must again reposition the top edge of the sheet 10" - 12" below and parallel to the top edge of the mattress if it was dislocated in completing step 12. Also, the clients must straighten out any wrinkles.
	14. Unfold the blanket. Grasp the blanket by the lower edge with both hands spread as far apart as possible.
	15. Stand at the foot of the bed and spread the blanket over the bed by flipping it in the air over the bed.
	16. The clients are then to walk to the head of the bed, grasp the top edge of the blanket with both hands spread as far apart as possible and position it so the top edge of the blanket is approximately 3" to 4" below the top edge of the top sheet and runs evenly, parallel to the edge of the top sheet.
	17. The clients are then to walk back to the foot of the bed and gently pull on the bottom edge of the blanket until the horizontal wrinkles are out.
	18. The clients are then to check both sides of the bed to see if the blanket hangs evenly on both sides. If it does, go on to step 19. If it doesn't, the clients must stand on the side where the blanket is shorter, grasp the edge of the blanket with both hands spread as far apart as possible, lift the blanket slightly above the bed, and pull it enough so it will be even. Check the length of the sides again to see if they are even. If not, repeat the above process until they are even.
	19. After the sides of the blanket are even, clients must again reposition the top

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE	KEYPOINTS
	edge of the blanket 3" to 4" below and parallel to the top edge of the top sheet if it was dislocated in completing step 18. 20. Tuck the top sheet and blanket in at the foot of the bed. The clients should do this by tucking it in at the middle first by shoving them under the mattress with both hands, then move the right hand toward the right corner of the bed, thus tucking in the sheet and the blanket on the right side of the bottom. Then move the right hand back to the middle of the mattress to hold it up and move the left hand to the left corner of the mattress, thus tucking in the sheet and the blanket on the left side of the bottom. All the aforementioned movements take place beneath the bottom edge of the mattress. 21. The clients pick up the blanket and the sheet by grasping the edge with the left hand about 8" above the lower, right corner of the mattress. Pulls the blanket and sheet firmly out from the side of the bed, forming a slight fold. Align the fold along the top edge of the mattress by moving hand which is still firmly pulling the blanket and sheet in a forward arc. 22. While the clients are still holding the fold of the blanket in alignment with the top edge of the mattress, they are to tuck the extra blanket and sheet material hanging down at the lower right corner of the bed tightly under the mattress with the right hand. 23. Drop that part of the blanket and sheet down that is being held by the left hand, and tuck the blanket and sheet in securely from the lower, right corner of the bed to the middle of the right side. 24. The clients pick up the blanket and the sheet by grasping the edge with the right hand about 8" above the lower left corner of the mattress. Pull the blanket and the sheet firmly out from

PROCEDURE	KEYPOINTS
	the side of the bed, forming a slight fold. Align the fold along the top edge of the mattress by moving hand which is still firmly pulling the blanket and sheet in a forward arc. 25. While still holding the fold of the blanket in alignment with the top edge of the mattress, the clients are to tuck the extra blanket and sheet material hanging down at the lower left side of the bed tightly under the mattress with the right hand. 26. Drop that part of the blanket and sheet down that is being held by the clients' right hand, and tuck the blanket and sheet in securely from the lower left corner of the bed to the middle of the left side. 27. Since the top sheet extends beyond the blanket at the top of the bed, the clients are to fold the sheet over the blanket so the fold in the sheet runs along the top edge of the blanket without making a fold in the blanket. This can be done by standing on the right side of the bed and placing left hand so the thumb runs along the top edge of the blanket and then folding the sheet down over the left hand with the right hand. Place the right hand so the thumb runs along the top edge of the blanket and then fold the sheet down over the right hand with the left hand, while standing on the left side of the bed. 28. Unfold the bedspread. Grasp the bedspread by the lower edge with both hands spread as far apart as possible. 29. Stand at the foot of the bed and spread the bedspread over the bed by flipping it in the air over the bed. 30. The clients are to then adjust the bedspread at the foot of the bed so an adequate amount hangs over the foot to cover both matresses. 31. The clients are then to walk to the head of the bed, grasp the top edge of the bedspread with both hands spread as

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE

KEYPOINTS

far apart as possible, and gently pull the bedspread toward themselves to straighten out all horizontal wrinkles, without dislocating the bedspread as positioned at the foot of the bed.

32. The clients are to check both sides of the bed to see if the bedspread hangs evenly on both sides. If it does, go on to step 33. If it does not, they must stand on the side where the bedspread is shorter, grasp the edge of the bedspread with both hands spread as far apart as possible, lift the edge slightly above the bed, and pull the bedspread toward them enough so it will be even. If not, they must repeat the above process until the sides are even.

33. After the sides are even, the clients must straighten out any wrinkles.

34. Fold about 1/5 of the bedspread back at the head of the bed.

35. Hold the pillow under chin and pull pillow case over pillow from bottom up.

36. Lay the pillow at the head of the bed so the lower edge overlaps the fold in the bedspread about 3".

37. Grasp the upper edge of the bedspread and pull it over the pillow gently so as not to pull out the part tucked under the pillow.

38. Stand at the right side at the head of the bed and place the right hand at the top edge of the bedspread on the side of the bed, not on the top, and place the left hand around the fold formed by the bedspread tucked under the pillow. Gently adjust the bedspread at the right side of the head of the bed so it hangs smoothly and the fold hangs clear to the bottom of the right side.

39. Stand at the left side at the head of the bed. Place the left hand at the top

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.9

OBJECTIVE: CLIENT MAKES A BED

PROCEDURE	KEYPOINTS
	edge of the bedspread at the side of the bed, not on the top, and place the right hand around the fold formed by the bedspread tucked under the pillow. Adjust the bedspread by gently shaking it at the left side of the head of the bed so it hangs smoothly and the fold hangs clear to the bottom of the left side.
C. Client will choose correct bed linens. 1. Double "fitted" bottom. 2. Double "regular" top.	C. Tell clients that they will be making a double bed. Have them choose from several double sheets. Have clients determine size by: 1. Looking at the tab on the end of one of the corners. 2. Holding the sheet up to estimate size.
D. Client will make bed independently.	D. Offer no verbal cueing or modeling to the clients. Evaluate the clients using the checksheet. If necessary, go back and repeat any step not performed satisfactorily.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT CLEANS AND EMPTIES A TRASH CAN **OBJECTIVE NO.:** 11.1.10

INSTRUCTIONAL MATERIALS REQUIRED: LIQUID DETERGENT OLD TOWEL
PLASTIC GARBAGE BAGS SPRAY DISINFECTANT
SPONGE STANDARD HOUSEHOLD GARBAGE DISPENSER

PERFORMANCE CRITERIA: CLIENT WILL CLEAN AND EMPTY A TRASH CAN FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
A. Client will demonstrate what must be done to keep garbage receptacles clean and sanitary.	1. Wash garbage can with soap and warm water once a week.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.10

OBJECTIVE: CLIENT CLEANS AND EMPTIES A TRASH CAN

PROCEDURE	KEYPOINTS
	2. Use garbage bags in the can with or without a lid at all times. 3. After washing and when changing garbage bags, spray can with disinfectant.
1. Using a standard household garbage can, have client wash it.	1. Teach the following steps: a. Place empty garbage can in kitchen sink. b. Fill can 1/3 full of warm water. c. Add a squirt of liquid detergent and mix with hand. d. Use sponge or rag to clean inside of can. e. Pour out solution and rinse with cold water. f. Dry with an old cloth or paper towels. Stress to be certain the can is completely dry or germs will grow due to the dampness.
2. Have client put a plastic bag in a garbage can.	2. Demonstrate and discuss the three sizes of garbage bags. (Lawn bag, garbage can, waste paper basket.) Teach the following steps: a. Remove bag from package placing it in garbage can. b. Secure bag to edges of can. c. Replace top, if any.
3. Have client spray inside of garbage can with disinfectant.	3. Read over the instructions for use with the clients. Discuss how it should be used and how often.
4. Merely close the plastic bag and tie with the twists enclosed with the garbage bags.	
B. Client will empty the trash can.	B. Take plastic bag to the alley or garbage area. Repeat cleaning procedure if necessary. If not, reline the trash can with a plastic garbage bag.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.10

OBJECTIVE: CLIENT CLEANS AND EMPTIES A TRASH CAN

PROCEDURE	KEYPOINTS
	Stress to clients that the trash can should be emptied whenever the can is full. Do not wait until the city picks up the garbage, which is once a week. However, it is important to always have all the garbage out on the day the city picks up the trash. Have clients contact the city sanitiation department to find when the garbage is picked up in their area. The only information the department will need is the clients' address.

COURSE TITLE: HOUSEKEEPING **TRAINING SEQUENCE**

SKILL AREA: HOUSEKEEPING **SKILL AREA NO.:** 11.1

OBJECTIVE: CLIENT WASHES WALLS **OBJECTIVE NO.:** 11.1.11

INSTRUCTIONAL MATERIALS REQUIRED: BUCKET LIQUID CLEANER RAGS STEP LADDER

PERFORMANCE CRITERIA: CLIENT WILL WASH WALLS FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Discuss with clients why one should wash the walls in the home and how often. Points to point out are: 1. Kitchen walls get dirty due to cooking.

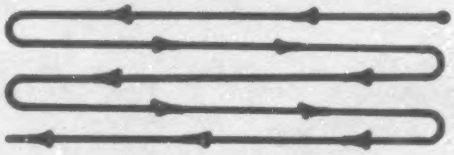
SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.11

OBJECTIVE: CLIENT WASHES WALLS

PROCEDURE	KEYPOINTS
	a. Grease spatters around the stove. b. Steam from boiling foods. c. Film from frying foods gets on the walls. d. Odors from cooking seep into the film on the wall. e. Everyday dirt. 2. Bedroom and livingroom. a. Smoking. b. Everyday dirt. 3. Bathroom. a. Steam from taking hot baths. b. Splashing water on the wall -- dries on dirt. c. Everyday dirt. 4. Walls should be washed at least twice a year. a. Spring. b. Late fall. Discuss and show the supplies needed. 1. Bucket - for cleaning solution. 2. Liquid cleaner - mix with water in bucket. 3. Rags - to wash walls with. 4. Step ladder - to reach the high places.
A. Client will obtain necessary equipment. 1. Bucket. 2. Liquid cleaner. 3. Rags. 4. Step ladder.	A. Have a variety of supplies to choose from. If clients make a mistake, repeat the discussion and have them select again.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.11

OBJECTIVE: CLIENT WASHES WALLS

PROCEDURE	KEYPOINTS
B. Client will prepare cleaning solution.	B. Have clients follow the instructions on the label. Clients should: 1. Fill bucket ¾ full of warm water. 2. Put ¼ cup liquid cleaner into bucket. 3. Swirl with hand to mix. The training sequence the instructor should follow is: 1. Instructor demonstrates the technique. 2. Clients perform the task. 3. Evaluation of performance by the instructor. 4. If necessary - intervene in the form of modeling or verbal cueing. 5. Clients perform the task independently. 6. Repeat above steps if necessary.
C. Client will wash wall.	C. Implement the following steps: 1. Using the step ladder, begin at the top of the wall just beneath the ceiling. 2. Place rag into solution and wring excess water out. 3. Wash, pushing one direction going across the width of the wall, then going back.  4. Rinse rag in the cleaning solution frequently. Stress to wring the excess water out of the rag. 5. Continue washing the wall down to the carpet.

SKILL NO.: 11.1 **OBJECTIVE NO.:** 11.1.11

OBJECTIVE: CLIENT WASHES WALLS

PROCEDURE	KEYPOINTS
	6. Areas not to forget: a. Top of doors. b. Inside of closets. c. Closet doors. d. Window wells. e. Floor boards. f. Inside and outside of doors.
D. Client will wash wall independently.	D. Offer no verbal cueing or modeling.

SKILL AREA NO. 12
CLOTHING
CARE

INTRODUCTION

It would be well to impress upon the clients that clothing care begins with a well organized closet; one that is kept neat, tidy, and clean.

Tell the clients that there are two areas in the bedroom in which clothing can be stored. They are:

1. Closet.
2. Dresser drawer.

Discuss with the clients the functions of storage:

1. Care of clothing.
2. Attractiveness.
3. Saves time when wanting a particular item.

Discuss and list on the blackboard the principles of storage:

1. Easy to see.
2. Easy to reach.
3. Items are stored in the same place.

Give the clients a situation problem with respect to clothing storage. Using a flannel graph, let stripes of contrasting felt represent various closet shelves. Use felt-back pictures of clothing, etc., and have the clients show where these would be correctly stored:

1. Coat.
2. Sweater.
3. Lingerie (underwear).
4. Shoes.
5. Hat box.
6. Stockings, socks.
7. Blouse, shirt.
8. Scarf, ties.
9. Dress.
10. Gloves.
11. Make-up.
12. Boots.
13. Box of extra wrapping paper.

On the flannelgraph show:

1. Floor of closet.
2. Shelves in closet.
3. Clothes closet rod.
4. Dresser drawer.

After discussing, give the clients a worksheet where they are to show where the items would be correctly stored.

1. Floor of closet.
2. Shelf of closet.
3. Closet clothes rod.
4. Dresser drawer.
    a. Coat.
    b. Sweater.
    c. Lingerie, underwear.
    d. Shoes.
    e. Hat box.
    f. Stockings, socks.
    g. Blouse, shirt.

h. Scarf, ties.

i. Dress.

j. Gloves.

k. Make-up.

l. Boots.

m. Box of extra wrapping paper.

ACTIVITIES

1. Take a field trip to a mobile home:

    a. Review available storage.

    b. Compare types and amounts of space for storage.

2. Using catalogs and newspaper ads, have the clients find as many different kinds of storage aids as they can. Discuss these and note where each type of storage aid could be used and the cost of each.

3. Have the clients make inexpensive storage aids. Some projects may be:

    a. Contact paper-covered closet boxes.

    b. Hosiery envelopes.

    c. Drawer dividers.

    d. Cosmetic case.

    e. Shaving case.

    f. Roller bag.

    g. Comb and brush case.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: STORAGE OF CLOTHING **SKILL AREA NO.:** 12.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN **OBJECTIVE NO.:** 12.1.1

INSTRUCTIONAL MATERIALS REQUIRED: FITTED SHEETS FLAT SHEETS LAUNDRY BASKET SHIRTS SLACKS SWEATERS T-SHIRTS TABLE TOWELS UNDERWEAR WASH CLOTHS

PERFORMANCE CRITERIA: THE CLIENT WILL STORE CLOTHING AND HOUSEHOLD LINEN APPROPRIATELY FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTIOR.

APPLICATION: One-to-one instruction. When instrusting the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	In order for the clients to have a neat appearance, they must have knowledge of how to store clothing. Included in proper storage of clothing is correct folding and hanging up of various articles.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	Begin instruction by teaching the clients to fold such articles as washcloths, towels and sheets. When mastered, move on to teaching how to fold a shirt.
A. Client will fold washcloths and place in the appropriate storage area.	A. Use a basket of clean washcloths and towels and a table during training. Before beginning training, demonstrate the entire procedure for the clients. Implement the following training sequence: 1. Bring a laundry basket with at least five clean washcloths and five clean towels to the training table area. 2. Seperate the washcloths from the towels and place on the table: a. With instructor. b. After instructor. c. Independently. 3. Pick up one washcloth and place on the table away from the pile: a. After instructor. b. Independently. 4. Smooth out washcloth: a. After instructor. b. Independently. 5. Bring bottom side of washcloth to top side: a. After instructor. b. Independently. 6. Smooth out any wrinkles from washcloth and move to side to start stack: a. After instructor. b. Independently.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	7. Fold second washcloth and place on the top of the first folded washcloth: a. After instructor. b. Independently. 8. Fold the third washcloth and place on top of the two folded washcloths: a. After instructor. b. Independently. 9. Fold remaining washcloths, repeating above step: a. After instructor. b. Independently. 10. Pick up stack of washcloths with both hands: a. After instructor. b. Independently. 11. Carry washcloths to linen storage area: a. After instructor. b. Independently. 12. Press stack of washcloths against chest with left hand: a. After instructor. b. Independently. 13. With right hand open linen closet: a. After instructor. b. Independently. 14. Place right hand on top of stack of folded washcloths and left hand under it and place washcloths on appropriate shelf in linen closet: a. After instructor. b. Independently.

PROCEDURE	KEYPOINTS
	15. Remove hands from washcloths carefully and close linen closet: a. After instructor. b. Independently. Repeat the above training sequence until the clients can fold the washcloths and put them away correctly with the cue, "Fold the washcloths and put them away." Since all storage areas are not alike, steps 13 and 15 may need to be adjusted to accommodate these differences; e.g., regular door, sliding door, open shelf, etc.
B. Client will fold towels and place in the appropriate storage area.	B. Use a basket of clean washcloths and towels and a table during training. Before beginning training, demonstrate the entire procedure for the clients. Implement the following training sequence: 1. Bring a laundry basket with at least five clean towels and five clean washcloths to the training table area: a. With instructor. b. After instructor. c. Independently. 2. Seperate the towels from the washcloths and place on the table: a. After instructor. b. Independently. 3. Take one towel from the pile on the table and spread out lengthwise on the table: a. After instructor. b. Independently. 4. Smooth out all wrinkles from towel: a. After instructor. b. Independently.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	5. Holding the bottom corners of the towel, fold the bottom of the towel to the top of the towel: a. After instructor. b. Independently. 6. Match the corners of the towel and then smooth out all wrinkles from the towel: a. After instructor. b. Independently. 7. Grasp left corner of towel nearest clients using left hand, and right corner of towel nearest clients using right hand: a. After instructor. b. Independently. 8. Fold left to right, matching corners, and smoothing out wrinkles: a. After instructor. b. Independently. 9. Fold bottom to top, matching corners. Smooth out wrinkles: a. After instructor. b. Independently. 10. Set towel aside: a. After instructor. b. Independently. 11. Pick up second towel: a. After instructor. b. Independently. 12. Fold second towel and place on top of first towel: a. After instructor.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	b. Independently.

13. Fold third towel and put on top of stack:

    a. After instructor.

    b. Independently.

14, Fold remaining towels and repeat above steps:

    a. After instructor.

    b. Independently.

15. Pick up stack of towels with both hands and carry stack to linen storage area:

    a. After instructor.

    b. Independently.

16. Press stack of towels against chest with one hand; open storage area door with other hand:

    a. After instructor.

    b. Independently.

17. Placing one hand on top of the stack and the other hand under the stack, put towels on appropriate shelf in linen closet:

    a. After instructor.

    b. Independently.

18. Remove hands from towels carefully and close linen closet:

    a. After instructor.

    b. Independently.

Repeat the above training sequence until the clients can fold the towels and store them correctly with the cue, "Fold the towels and put them away".

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	Since all linen storage areas are not alike, steps 14 and 16 may need to be adjusted. It may be necessary to train the clients using only one towel at the beginning of the training. Gradually add towels to the "stack", one at a time, until the clients can successfully carry at least five towels at once to the linen closet and put them away.
C. Client will fold towels and place in the appropriate storage area.	C. Implement the following training sequence for each of the steps: when step is modeled, with verbal cue, independently and in sequence. Bring a laundry basket with several clean sheets to the training table area. 1. Clients pick up top corners of sheet: a. When top corners are marked. b. When top corners are unmarked. 2. Clients can match corners of top edge, folding width in half: a. When corners are marked. b. When top corners are unmarked. 3. Holding matched corners in left or right hand, the clients move index fingers between folded edges to mid-length of sheet: a. Instructor holds top corners and runs finger between fold while clients trace instructor's motion with their hands. b. Instructor holds top corners and clients move index fingers. 4. Clients transfer mid-length to left or right hands: a. Pinch first and third fingers. b. Take index fingers out from between edges. c. Put mid-length in hands holding top corners.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	5. Clients move index fingers between folded edges from mid-length to end: a. Instructor holds top corners and runs finger between folds while clients trace instructor's motion with their hands. b. Instructor holds top corners and clients move index fingers. 6. Drop mid-length while still holding top corners in left or right hands: a. Instructor releases clients fingers that hold mid-length. Clients remain holding top corners. b. Clients release mid-length while holding top corners. 7. Clients match top corners with bottom corners, putting them in left or right hand: a. When top corners are marked. b. When top corners are unmarked. 8. Clients insert hands between double folds and move hands down to folded corner: a. Instructor moves hand in described motion and clients model motion while holding corners in left or right hand. b. Clients move hands in described motion while holding corners in left or right hand. 9. Clients hold folded corner in right or left hands. 10. Clients hold the sheet to chest (under chin) while holding corners in hands. 11. Clients fold sheet in half. 12. Clients fold sheet in half again and sets aside. 13. Picks up second sheet.

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SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	14. Folds second sheet and places on top of first sheet.
	15. Picks up sheets with both hands and carries them to the linen closet.
	16. Presses stack of sheets against chest with one hand; opens storage area door with other hand: a. After instructor. b. Independently.
	17. Placing one hand on top of the stack and the other hand under the stack, put the sheets on appropriate shelf in linen closet: a. After instructor. b. Independently.
	18. Removes hands from sheets carefully and closes linen closet: a. After instructor. b. Independently.
	Repeat the training sequence until the clients can fold sheets and store them correctly with the cue, "Fold the sheets and put them away."
	Since all linen storage areas are not alike, steps 16 and 18 may need to be adjusted.
	It may be necessary to train the clients using only one sheet at the beginning of the training process. Gradually add sheets to the "stack" one at a time until the clients can successfully carry at least five sheets at once to the linen closet then put them away.
D. Client folds a shirt.	D. Begin by teaching the clients to fold a short sleeve shirt. For each training step implement the following procedures.
1. Client folds a short sleeved shirt.	1. Model step being taught. 2. Give physical assistance to the clients if needed after modeling. 3. Folds with verbal cues only.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	4. Fold independently. When beginning instruction, have the fold marks indicated. When mastered, have clients fold shirt which is not marked. a. Place shirt with front down on table. b. Fold arm and side back. c. Fold second arm and side back. d. Turn shirt so the neck is facing the person. e. Fold neck back to meet shirt bottom (folding shirt in half). f. Set shirt aside. g. Pick up second shirt. h. Fold second shirt and place on top of first shirt. i. Fold third shirt and place on top of second shirt. j. Pick up stack of shirts with both hands and carry stack to dresser. k. Carefully place shirts on top of dresser or on the bed. l. Open dresser drawer. m. Placing one hand on top of the stack and the other under the stack, put the shirts into the dresser drawer.
2. Client folds an unmarked T-shirt.	**2. Repeat above sequence.**
3. Client folds a long sleeve shirt with fold marks indicated.	**3. Repeat above sequences adding step 1 to both b and c.** **step 1: fold long sleeve down to shirt hem.**
4. Client folds unmarked long sleeved shirt.	**4. Repeat above sequence.**
5. Client folds a long sleeve buttoned shirt.	**5. Repeat above sequence.**

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.1

OBJECTIVE: CLIENT CAN STORE CLOTHING AND HOUSEHOLD LINEN

PROCEDURE	KEYPOINTS
	Note: Clothing which can be folded in the same manner: 1. Sweater. 2. Blouse. 3. Tops.
	It is suggested that the clients be taught how to fold and care for other articles of clothing, such as: 1. Underwear. a. Briefs. b. Brasieres c. Nylons. d. Socks. e. Shorts. 2. Slacks. 3. Shorts. 4. Pajamas. 5. Scarfs.
E. Given a specific article of clothing, the client will fold and put the article in an appropriate storage area.	E. Do not provide any cueing or modeling to the clients. If the clients are unable to complete the task, repeat the training sequence until they can complete the task independently.
	Have the clients fold at least six different articles of clothing. For example: 1. Long sleeve shirt. 2. T-shirt. 3. Slacks. 4. Underwear. 5. Sweater. 6. Pajamas.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: STORAGE OF CLOTHING **SKILL AREA NO.:** 12.1

OBJECTIVE: CLIENT CAN HANG CLOTHING ON HANGERS **OBJECTIVE NO.:** 12.1.2

INSTRUCTIONAL MATERIALS REQUIRED: BLOUSES DRESSES HANGERS PANTS PANT HANGERS SHIRTS SKIRTS SKIRT HANGERS

PERFORMANCE CRITERIA: THE CLIENT WILL HANG CLOTHING ON HANGERS FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
A. Client will hang a shirt and/or a blouse.	A. Use the following training method for each step of the training sequence: 1. Model step being taught. 2. Give physical assistance to clients, if needed, after modeling.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.2

OBJECTIVE: CLIENT CAN HANG CLOTHING ON HANGERS

PROCEDURE	KEYPOINTS
	3. Hang clothing when given verbal cue. 4. Hang clothing independently. Teach each of the following steps: 1. Clients put blouse/shirt on hanger with front facing towards them. 2. If the blouse/shirt has buttons, button the top two or three buttons. If it has a zipper, zip the opening closed. 3. Position the blouse/shirt so as to hang it evenly at the bottom. 4. Hang in closet. Repeat the training sequence until the clients can hang a blouse/shirt independently. Clothing which can be hung in the same manner: 1. Dress. 2. Housecoat. 3. Light jacket. 4. Coat.
B. Client will hang a pair of slacks/pants.	B. Teach each of the following steps: 1. Pick up slacks/pants by the leg. 2. Pinch both inseams with thumb and forefinger. 3. Pick up a "slack/pant" hanger. 4. Pull slacks through hanger until, when released, cuffs are even with waist. 5. Hang in closet. Repeat the training sequence until the clients can hang a pair of slacks/pants independently. Use the following training method for each step of the training sequence: 1. Model step being taught.

SKILL NO.: 12.1 **OBJECTIVE NO.:** 12.1.2

OBJECTIVE: CLIENT CAN HANG CLOTHING ON HANGERS

PROCEDURE	KEYPOINTS
	2. Give physical assistance to clients, if needed, after modeling. 3. Hang slacks when given verbal cue. 4. Hang slacks independently.
C. Client will hang a skirt.	C. There are two ways in which to hang a skirt; 1) using a regular hanger, and 2) using a skirt hanger.
1. Using a regular hanger.	1. Teach each of the following steps: a. Pick up skirt at the waist. b. Holding on to one end of the waist, run index finger of the other hand inside the waist band. c. Hold firmly to the opposite ends of the waist band. d. Match the ends of the waist band and fold the skirt in half over the hanger. e. Pick up hanger. f. Hang in closet.
2. Using a skirt hanger.	2. Teach each of the following steps: a. Pick up skirt at the waist. b. Holding firmly to one end of the waist, run index finger of other hand inside waist band. c. Hold firmly to the opposite ends of the waist band. d. Have clients drop one end of the waist band. e. Use thumb and forefinger to open skirt clamp. f. Place one end of waist band in skirt clamps and release clamp, securing skirt to hanger.

OBJECTIVE: CLIENT CAN HANG CLOTHING ON HANGERS

PROCEDURE	KEYPOINTS
	g. Run forefinger down waist band and firmly grasp loose end. h. Open remaining skirt clamp and place waist band in clamp and release clamp. Since all skirt hangers are not alike, step h. may need to be adjusted. Note: There are several types of skirts. It is suggested to demonstrate and instruct the proper hanging for each type: **1. Without zipper.** **2. Without a definite waistband.** **3. With a waistband.** **4. With a zipper.** **a. Waistband edges should be matched to place the zipper in the middle of the skirt.** **Repeat the training sequence until the clients can hang a skirt independently using both a regular hanger and a skirt hanger.**

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: WASHING CLOTHES **SKILL AREA NO.:** 12.2

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING **OBJECTIVE NO.:** 12.2.1

INSTRUCTIONAL MATERIALS REQUIRED: DIFFERENT TYPES OF FABRICS (LISTED BELOW)
FABRIC SAMPLES FILE CARDS GARMENTS (POORLY OR WELL CONSTRUCTED) HANG-TAGS
LOOSE LEAF NOTEBOOK POSTER BOARD WASHABLE GARMENTS (HANG-TAG OF LAUNDRY INSTRUCTIONS)

PERFORMANCE CRITERIA: THE CLIENT WILL SELECT WASHABLE CLOTHING FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. It is very important that the clients acquire the basic knowledge and skills that will enable them to select washable clothing and to determine the appropriate cleaning methods to use for each item.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.1

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING

PROCEDURE	KEYPOINTS
	It is advised to begin by having the clients identify various types of fabric and the laundry care for each. Suggested fabrics. Cottons: 1. Terrycloth. 2. Sailcloth. 3. Broadcloth. 4. Corduroy. 5. Two-ply cotton. 6. Denim. Wools. Synthetics: 1. Rayon. 2. Nylon. 3. Dacron. 4. Polyester.
A. Client will identify various types of fabric.	A. The Instructor should begin by showing examples of each fabric and write the fabric name on the blackboard. The fabric and its name card should then be left on display.
1. Client will match the name of a fabric to its corresponding sample.	
a. Client can verbally identify a given fabric.	a. Implement the following training sequence: 1) Clients point to fabric and identify fabric with instructor. 2) Clients point to fabric and identify fabric after instructor. 3) Clients point to fabric and identify fabric when given a verbal cue.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.1

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING

PROCEDURE	KEYPOINTS
	4) Clients verbally identify fabric when visual cue is given by the instructor (instructor cues by pointing to a specific fabric). 5) Clients will point to and identify a fabric independently.
b. Client can read the name of a fabric.	b. The instructor should again, write each fabric name on the board and have clients: 1) state the name with instructor, and 2) repeat the fabric name after instructor. Given written examples, have the clients make their own sets of flash cards. Have the clients work in pairs, one presenting the card, and the other verbalizing. Implement the following training sequence: 1) Clients repeat fabric name with instructor when cue card is presented. 2) Clients repeat fabric name after instructor when cue card is presented. 3) Clients read fabric name card when presented, without verbal cue.
c. Client will match fabric name card to the fabric.	c. Implement the following training sequence: 1) Clients will match the fabric name card to the fabric with the instructor. 2) Clients will match the fabric name card to the fabric after the instructor. 3) Clients will match the fabric name card to the fabric independently. After the fabric names have been mastered, review them by discussing the laundry care for each fabric.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.1

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING

PROCEDURE	KEYPOINTS
	The clients should be able to select clothing using hang-tags as well as determine the appropriate cleaning methods. Ready-to-wear garments usually have a hang-tag or label which will give the clients the cleaning methods they need to know for each garment.
B. Client will name three pieces of information which can be learned from hang-tags.	B. Show a garment with a hang-tag. Read the tag, listing on the blackboard the main points and discussing each. The following are main points that are usually stressed on a hang-tag.
1. How to wash.	**1. How to wash:** a. Machine. b. Hand. c. Water temperatures. 1) Cold. 2) Warm. 3) Hot. d. Cycle. 1) Normal. 2) Permanent press. 3) Delicate.
2. How to dry.	**2. How to dry:** a. Tumble (dryer). b. Line dry.
3. Temperature to use for both wash and dry.	**3. Heat temperature:** a. Low, medium, high. b. Warm, hot. Stress to remove promptly. After listing and discussing the main points, have clients list the three pieces of information they can learn from a hang-tag.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.1

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING

PROCEDURE	KEYPOINTS
	1. How to wash. 2. How to dry. 3. Temperature for each. Individually, have the clients: 1. State the above three items with instructor. 2. State the above items after instructor. 3. State the above three items independently. Suggested teaching strategies the instructor may implement: 1. Using a well-constructed washable garment with a hang-tag of washing instructions, emphasize to the clients the following points to consider in washing and drying selections. a. Read carefully the garment label and hang-tag. b. How well is the garment made? c. Examine the fabric for washability. d. Is the whole garment washable—including lining, trim, buttons, etc.? 2. Using a well-constructed washable garment, a poorly constructed one, and a totally washable garment, have the clients compare the three. Have the clients tell which one is washable giving reasons for their choice. 3. Using several different hang-tags, have the clients find the basic cleaning information for each one. ACTIVITIES 1. Field trip to local clothing store to demonstrate comparative shopping for washable garments.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.1

OBJECTIVE: CLIENT CAN SELECT WASHABLE CLOTHING

PROCEDURE	KEYPOINTS
	2. Show the clients various means of labeling and keeping garment hang-tags to be used for reference in laundry, such as: a. Recipe type file folders. b. Small loose-leaf notebook with hang-tags glued to pages of paper. 3. Have clients make a file or notebook (as in item No. 2) for keeping hang-tags for their own or family laundry.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: WASHING CLOTHES **SKILL AREA NO.:** 12.2

OBJECTIVE: CLIENT CAN SORT CLOTHES FOR WASHING **OBJECTIVE NO.:** 12.2.2

INSTRUCTIONAL MATERIALS REQUIRED: DIFFERENT ITEMS OF CLOTHING, LINEN, AND TOWELS

PERFORMANCE CRITERIA: CLIENT WILL SORT CLOTHES FOR WASHING FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.2.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Put before the clients several items of clothing which represent a variety in color, fabric type, construction and soil content. There should be enough items of suitable likeness to be put into a small washer load.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.2

OBJECTIVE: CLIENT CAN SORT CLOTHES FOR WASHING

PROCEDURE	KEYPOINTS
	Using this assortment of clothing, demonstrate to the clients the following points to consider when sorting laundry: 1. Color. 2. Fabric type. 3. Soil content. Make a bulletin board entitled "Which Three Don't Belong in This Load?", showing pictures of assorted clothing for a load of laundry including three items that don't belong. Have clients choose the three garments that don't belong and state the reasons why.
A. Client will sort laundry by colors.	A. It is suggested that used clothing be purchased from the Salvation Army or other used clothing store for use in this unit.
1. White items.	1. From a pile of assorted colors, clients sort white items into a pile for washing. a. Clients put white items into a pile. b. Clients bundle laundry load to take to washer.
2. Light colored items.	2. From assorted colors, clients sort light colored items into a pile for washing. a. Clients put light colored items into a pile. b. Clients bundle laundry load to take to washer.
3. Dark colored items.	3. From a pile of assorted colors, clients sort dark colored items into a pile. a. Clients put dark colored items into a pile. b. Clients bundle laundry load to take to washer.
	4. From a pile of assorted colors, clients sort three wash loads independently when given the verbal cue, "Sort the laundry for washing." Clients sort:

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.2

OBJECTIVE: CLIENT CAN SORT CLOTHES FOR WASHING

PROCEDURE	KEYPOINTS
	a. White. b. Light colored. c. Dark colored. Clients bundle wash loads to take to washer. Implement the following training methods for each step of the training sequence: 1. Clients perform step when it has been modeled by instructor. 2. Clients perform step given verbal cue only. 3. Clients perform step independently. Stress to clients that when sorting laundry, the garments should be inspected for needed repairs. Zippers should be closed, and pockets should be pulled out. Demonstrate and discuss the reasons why these are done. Stress again the importance of labeling hang-tags and keeping them for reference in the laundry.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: WASHING CLOTHES **SKILL AREA NO.:** 12.2

OBJECTIVE: CLIENT CAN "PRETREAT" LAUNDRY **OBJECTIVE NO.:** 12.2.3

INSTRUCTIONAL MATERIALS REQUIRED: CHLORINE BLEACH CLEANING AGENTS (LISTED BELOW) CONCENTRATED LIQUID DETERGENT ENZYME PRESOAK FABRIC SAMPLES FILE CARDS FLASHCARDS OXYGEN BLEACH PICTURES OF VARIOUS STAIN REMOVAL METHODS POSTER BOARD STAINED FABRIC SAMPLES WASHING MACHINE

PERFORMANCE CRITERIA: CLIENT WILL PRETREAT SOILED LAUNDRY FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.2.2.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Begin by discussing with the clients that in order to have the cleanest laundry possible, many items may need to be "pretreated". Discuss the fact that some stains and heavy soils are "set" during the laundry process. Pretreating is a method of treating heavy soils, spots, and stains, before washing.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.3

OBJECTIVE: CLIENT CAN "PRETREAT" LAUNDRY

PROCEDURE	KEYPOINTS
	Review the stain removing agents with the clients. List each on the blackboard and discuss the characteristics and general applications of each. Display a container of each product.

Demonstrate the use of each agent while pretreating the following articles of clothing:

1. Shirt collar and cuffs.
2. Heavy soil (by means of machine soaking).
3. White wear (such as pillow cases, table cloths, underwear, etc.) to ensure whiteness.

It is suggested to use the following products:

1. Chlorine bleach.
2. Enzyme pre-soak.
3. Concentrated liquid detergent.
4. Oxygen bleach.

At this point make a bulletin board displaying ways of pretreating; including soaking, applying detergent, and special treatments such as bleach, grease solvent, etc.

Discuss and list the most common types of stains. As the clients name the stains, the instructor should list them on the board. If possible, try to have an example of as many of the following stains as possible:

1. Dirt.
2. Coffee.
3. Mud.
4. Soft drink.
5. Grass stain.
6. Mustard.
7. Ketchup.
8. Grease (auto).

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.3

OBJECTIVE: CLIENT CAN "PRETREAT" LAUNDRY

PROCEDURE	KEYPOINTS
	9. Oil (cooking). 10. Blood. 11. Ink. 12. Fresh paint.
A. Client will remove stains from sample fabrics.	A. The instructor will demonstrate how to remove at least ten different stains. It is suggested to select stains from the example list. After demonstrating, implement the follow training sequence: 1. Clients will remove the stain from the sample fabric with instructor. 2. Clients will remove the stain from the sample fabric after the instructor. 3. Clients will remove stain from sample fabric independently. Have each client demonstrate to one other client how to remove stains from fabrics. Have the clients make up a stain and removal chart. At this point the instructor should make a master Stain Removal Chart showing a sample of the stained fabric and list the directions to remove the stain. Clients should assist the instructor in the development of the chart.
B. Client will read chart (master or own) and follow directions for removing stains.	B. The Instructor should model the process before beginning the training. 1. Things to be identified before attempting to remove a stain: a. Type of fabric. b. Is it washable? c. Type of stain. 2. What to use to remove stain. a. Read from the chart.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.3

OBJECTIVE: CLIENT CAN "PRETREAT" LAUNDRY

PROCEDURE	KEYPOINTS
	Implement the following training sequence: 1. Clients look at the chart, read directions for removing the stain, and follow directions with instructor. 2. Clients look at the chart, read directions for removing stains, and follow directions after instructor. 3. Clients look at the chart, read directions for removing stains, and follow directions independently. If the clients are unable to read, list those words commonly used in the directions. Have the clients use this list to make their own set of flashcards. Clients should work in pairs, one presenting the card, the other reading the word out loud.

COURSE TITLE: CLOTHING CARE

TRAINING SEQUENCE

SKILL AREA: WASHING CLOTHES

SKILL AREA NO.: 12.2

OBJECTIVE: CLIENT SELECTS PROPER WATER TEMPERATURE FOR TYPES OF CLOTHING BEING WASHED

OBJECTIVE NO.: 12.2.4

INSTRUCTIONAL MATERIALS REQUIRED: COLORED PICTURES OF VARIOUS GARMENTS
TEMPERATURE CHART WASHING MACHINE
WORKSHEETS

PERFORMANCE CRITERIA: THE CLIENT WILL SELECT THE PROPER WATER TEMPERATURE FOR THE TYPES OF CLOTHING BEING WASHED FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.2.3.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Discuss with the clients that choosing the correct water temperature is a very important part of good laundering.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.4

OBJECTIVE: CLIENT CAN SELECT PROPER WATER TEMPERATURE FOR TYPES OF CLOTHING BEING WASHED

PROCEDURE | **KEYPOINTS**

Explain that there are three water temperatures, (cold, warm or hot), and that there is a correct water temperature to use for washing specific garments.

Display and discuss a large chart showing the correct water temperature to use for various articles of clothing.

1. **Hot water:**
   a. Whites.
   b. Heavily soiled: perma press
   c. Heavily soiled: wash and wear
2. **Warm water:**
   a. Colored fabrics.
   b. Permanent press.
   c. Wash and wear.
   d. Nylon.
   e. Polyester.
3. **Cold water:**
   a. Colors that bleed or fade.
   b. Easy care fabrics.
      1) Underwear.
      2) Sweaters.

Using the above chart as a visual aid, explain to the clients the need for selecting water temperatures that are best suited to the fabrics.

1. **Correct temperatures will:**
   a. Remove soil better.
   b. Keep color in the fabric.
2. **Incorrect temperatures will:**
   a. Shrink fabrics.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.4

OBJECTIVE: CLIENT SELECTS PROPER WATER TEMPERATURE FOR TYPES OF CLOTHING BEING WASHED

PROCEDURE	KEYPOINTS
	b. Removal of soil is hampered. c. Cause some fabrics to fade. It is suggested to use pictures of various articles of clothing on the temperature chart. It might be beneficial to put colored pictures on 5" x 8" cards and have clients place them correctly on the temperature chart. For example: 1. White sheets. 2. Red socks. 3. Colored dish towels. 4. Bright colored bath towels. 5. White blouse (permanent press) 6. Blue denim jeans. 7. Nylon slip. 8. White cotton knit underwear. 9. Printed blouse. 10. Polyester knit blouse.
A. Client will complete worksheets, selecting the correct water temperature for various articles of clothing.	A. Using the visual aid chart as a guide, have the clients complete worksheets. Review the worksheets with the clients.
B. Client will set water temperature selector on an automatic washer.	B. Using the selector on an automatic washer, show the clients how to operate and set the selector. After which, implement the following training sequence: 1. Clients will set water temperature selector after instructor when verbal cue is given, "Set selector to ———". 2. Clients will set water temperature selector independently when given verbal cue, "Set selector to ———". 3. Clients will set water temperature selector after instructor when verbal and written cues are given. 4. Clients will set water temperature selector after instructor when written cue is given.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.4

OBJECTIVE: CLIENT SELECTS PROPER WATER TEMPERATURE FOR TYPES OF CLOTHING BEING WASHED

PROCEDURE	KEYPOINTS
	5. Clients will set water temperature selector independently given a written cue only. The following are examples which can be used: 1. Warm wash, cold rinse. 2. Hot wash, cold rinse. 3. Hot wash, warm rinse. 4. Cold wash, cold rinse. If an automatic washer is not available, use a picture or simulate a selector. Then take a field trip to a laundromat and have the clients select specific water temperatures.
C. Shown specific garments, the client will state which water temperature to use and why.	C. Use the colored pictures of garments glued on 5" x 8" cards. Do not offer any verbal cueing or modeling to the clients. If necessary, repeat any steps. If the clients find this objective too confusing, teach them to always wash in warm water and rinse in cold water.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: WASHING CLOTHES **SKILL AREA NO.:** 12.2

OBJECTIVE: CLIENT SELECTS PROPER WASHING ACTION CYCLE FOR TYPES OF CLOTHES BEING WASHED **OBJECTIVE NO.:** 12.2.5

INSTRUCTIONAL MATERIALS REQUIRED: AUTOMATIC WASHER WASHING ACTION CHART

PERFORMANCE CRITERIA: THE CLIENT WILL SELECT THE PROPER WASHING ACTION CYCLE FOR THE TYPES OF CLOTHING BEING WASHED FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.2.4.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
604	Discuss with the clients that the washing action refers to the movement of clothes in the washing solution. The washing action is chosen to fit the items being washed.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.5

OBJECTIVE: CLIENT SELECTS PROPER WASHING ACTION CYCLE FOR TYPES OF CLOTHES BEING WASHED

PROCEDURE	KEYPOINTS

Use a large chart to show the following information and discuss throughly.

Kind of laundry	Washing Action
Sturdy whites	Regular or normal
Permanent Press	Permanent Press
Underwear Pajamas Slips	Delicate
Colorfast Towels	Regular or Normal

A. Client will select washing action for specific garments.

A. Show the clients a sample of each of the laundry types listed above. Have them tell the kind of washing action it would require:

1. Using the chart for reference.
2. Independently.

ACTIVITIES

1. Clients should put information included on the chart into a notebook or file cards and keep with the "hang-tags" for future reference.

Emphasize that if the clients find this to be too confusing, to always wash clothing on the "Regular" or "Normal" setting.

COURSE TITLE: CLOTHING CARE

TRAINING SEQUENCE

SKILL AREA: WASHING CLOTHES

SKILL AREA NO.: 12.2

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

OBJECTIVE NO.: 12.2.6

INSTRUCTIONAL MATERIALS REQUIRED: BUCKET LAUNDRY DETERGENTS QUART JARS WATER MEASURING CUP

PERFORMANCE CRITERIA: THE CLIENT WILL SELECT A LAUNDRY DETERGENT AND MEASURE APPROPRIATE AMOUNTS INTO THE WASHING MACHINE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have accomplished objectives 10.3.3 and 12.2.5.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE	KEYPOINTS
	Discuss with the clients that there are many kinds of cleaning products available for use in the automatic washer. There are several ways to determine which product to use in order to obtain the cleanest possible laundry. List on the board and discuss with the cl[illegible] the fact that the choice of a detergent [illegible] influenced by: 1. Hardness of water. 2. Kind and amount of soil. 3. Kind of fabric being laundered.
A. Client will state three reasons which influence the choice of a laundry detergent.	A. Implement the following training sequences: 1. Instructor will state the three facts in choosing a laundry detergent. 2. Instructor states first and second fact; clients state the third. 3. Instructor states first fact; clients state last two. 4. Clients state three facts to consider when choosing a laundry detergent with the instructor. 5. Clients state three facts to consider when choosing a laundry detergent after instructor has stated them. 6. Clients state three facts to consider when choosing a laundry detergent, independently. Point out that sometimes the water used for laundering is hard water. Explain that hard water has many minerals in it which collect on the bath tub, coffee pot, tea kettle, glasses and around water faucets. Have the clients look for signs of hard water at home and in the classroom. Have each make a list and review these lists with the clients.
B. Client states definition of hard water.	B. Water that has many minerals in it. Implement the following:

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT AND MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE | **KEYPOINTS**

1. Clients define hard water with instructor.
2. Clients define hard water after instructor.
3. Clients define hard water independently.

ACTIVITIES

To show the effect of hard water and soap:

1. Make a solution of warm water and soap flakes.

Have the clients look for the formation of soap curd. Explain that hard water cuts down on the soap cleaning power.

C. Client defines soft water.

C. Water that has been treated to remove the minerals.

Implement the following:

1. Clients define soft water with instructor.
2. Clients define soft water after instructor has stated definition.
3. Clients define soft water independently.

ACTIVITIES

1. Make a mild solution of softened water and soap. Have clients feel the difference between soft and hard water soap solutions.
2. Make a solution of warm water and soap flakes. Compare the soap and hard water mixtures.

Emphasize to the clients that less soap is needed when washing with soft water.

Discuss with the clients the importance of putting the correct amount of detergent into the washing machine. The following are facts to consider when measuring detergent:

1. Hard or soft water.
2. Amount of laundry load.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE	KEYPOINTS
	3. Kind of laundry load.
	4. Amount of soil.
	5. Top or front loading.
D. Client will state facts to consider when measuring laundry detergent.	D. Implement the following training sequence:
	1. Instructor will state the five facts to consider when measuring detergent.
	2. Instructor states first four facts; clients state last.
	3. Instructor states first three facts; clients state last two.
	4. Instructor states first two facts; clients state last three.
	5. Instructor states the first fact; clients state the last four.
	6. Clients state the five facts after instructor.
	7. Clients state the five facts, independently.
	Discuss with clients the following information concerning the five facts which determine the amount of detergent used:
	1. Use less detergent with soft water.
	2. Use less detergent with smaller loads.
	3. Use less detergent when washing delicate garments.
	4. Use less detergent for a front loading machine.
	5. Use more detergent if garments are heavily soiled.
	E. The following are suggested amounts of laundry detergent:
	1. Top loading machine.
	a. Normal load: One (1) cup.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE	KEYPOINTS
	b. Heavily soiled: One and one fourth (1¼) cup. c. Small load: Three fourths (¾) of a cup. d. Delicate: Three fourths (¾) of a cup. e. Soft water: Three fourths (¾) of a cup. 2. Front loading machine. a. Normal load: One half (½) of a cup. b. Heavily soiled: Three fourths (¾) of a cup. c. All other load types: One half (½) of a cup. It is advised, however, that the instructor use those measurements suggested by the manufacturer of the particular detergent used when teaching this objective. Discuss each measurement, writing the amounts on the board. Demonstrate by using a glass measuring cup and a colored detergent. Allow the clients to practice measuring in pairs. Have one client check the other client. Make a large chart showing each of the specific measurements to use. Utilize worksheets, having clients color-in a specified amount of detergent using the chart for reference.
E. Client will state measured amounts of detergent to use for a top loading machine.	E. Implement the following training sequence: 1. Instructor will state the measurement amounts for the top loading machine. 2. Instructor will state the first four measurement amounts; clients state the last measurement amounts. 3. Instructor states the first three measurement amounts; clients state the last two.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE	KEYPOINTS
	4. Instructor states the first two measurement amounts; clients state the last three. 5. Instructor states the first measurement amount; clients state last four. 6. Clients state the five measurement amounts after the instructor. 7. Clients state the five measurements independently.
F. Client will state measured amounts of detergent to use for a front loading machine.	F. Implement the following training sequence: 1. Instructor will state the measurement amounts for front loading machines. 2. Instructor will state the first two measurement amounts; clients state the last measurement amount. 3. Instructor states first measurement amount; clients state the last two measurement amounts. 4. Clients state the three measurement amounts after instructor. 5. Clients state the three measurement amounts independently. If these measurements prove to be difficult for the clients, emphasize to always use: a) One half (½) cup for each load using soft water, and b) One (1) cup for each load using hard water. Emphasize that when doing laundry at the laundromat, the clients should note whether hard or soft water is being used. A laundromat will place a sign in the washing machine area stating if they use soft water. Explain that this is done to prevent customers from using too much soap.
G. Client will demonstrate laundry skills using an assortment of washable items. 1. Sort laundry. 2. Pre-treat, if necessary. 3. Determine water temperature.	G. Do not offer any verbal cues or modeling to the clients. Repeat the steps and procedures if necessary.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.6

OBJECTIVE: CLIENT SELECTS A LAUNDRY DETERGENT & MEASURES APPROPRIATE AMOUNTS INTO THE WASHING MACHINE

PROCEDURE	KEYPOINTS
4. Determine amount of laundry detergent.	
5. Determine washing cycle.	
	ACTIVITIES 1. Field trip to commercial laundry. Observe a variety of machines and workers. 2. Field trip to area laundromat. Take special notice of machine types (front or top loading).

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: WASHING CLOTHES **SKILL AREA NO.:** 12.2

OBJECTIVE: CLIENT USES A COIN OPERATED WASHING MACHINE **OBJECTIVE NO.:** 12.2.7

INSTRUCTIONAL MATERIALS REQUIRED: COIN OPERATED WASHER CONVENTIONAL WASHER DIMES LAUNDRY BASKET LAUNDRY DETERGENT MODEL COIN SLOT NICKELS QUARTERS SIMULATED CONTROLS VARIOUS LAUNDRY

PERFORMANCE CRITERIA: CLIENT WILL USE A COIN OPERATED WASHING MACHINE FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, than if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objectives 12.2.7 and 1.2.8.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Before beginning instruction, discuss and demonstrate the steps in using a coin operated washer:
	1. Set water temperature.
	2. Set laundry cycle.

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SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.7

OBJECTIVE: CLIENT USES A COIN OPERATED WASHING MACHINE

PROCEDURE	KEYPOINTS
	3. Place money into slot. 4. Start machine. 5. Add detergent. 6. Place laundry in machine. Change required to operate a washer may vary. Be certain to check area laundromats before beginning instruction.
A. Client will wash clothes, using a coin operated washing machine.	A. Demonstrate before training begins. Use an actual washing machine with a coin slot. If this is not possible, simulate the dials and the coin slot. Tell the clients the size and type of laundry before beginning. Re-emphasize that the laundry should be sorted before starting the machine.
1. Set water temperature.	1. Implement the following training sequences: a. Clients set water temperature dial with the instructor. b. Clients set water temperature dial after the instructor. c. Clients set dial independently.
2. Set laundry cycle.	2. Implement the following training sequence: a. Clients set laundry cycle dial with the instructor. b. Clients set laundry cycle dial after the instructor. c. Clients set laundry cycle dial independently.
3. Place money into coin slot.	3. If an actual coin operated machine is not accessible, utilize any type of model coin slot. Circular holes cut in cardboard could suffice:
a. Quarter.	a. Given a quarter, the clients will: 1) Insert coin into holder after instructor.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.7

OBJECTIVE: CLIENT USES A COIN OPERATED WASHING MACHINE

PROCEDURE	KEYPOINTS
	2) Insert coin independently.
b. Dime.	b. Given a dime, the clients will: 1) Insert coin into the holder after the instructor. 2) Insert coin independently.
C. Client will place quarter and dime into holder.	C. Given several different coins (quarters, dimes, nickels, pennies, half dollars) the clients will, when asked: 1. Insert one quarter and one dime into holder, independently.
D. Place coins into holder and insert into machine.	D. This task will be difficult to teach without an actual coin-operated washing machine. However, by giving a verbal explanation, while using gestures, should give the clients a good understanding of what is to be done: 1. Place coins into holder. 2. Push holder into coin box. 3. Pull holder out to start machine. Take a trip to the laundromat to demonstrate how a coin holder operates. The slot holder can be pushed into the machine without having to put in coins. Stress to the clients to pull the holder out to start machine. Emphasize that the machine will begin filling with water immediately after pulling the coin holder to its original position. For this reason the clients should have the laundry sorted and the soap ready to put into the machine.
4. Add detergent.	4. Given the size, type and water condition the clients will: a. Pour the correct measured amount of soap into the washer with the instructor. b. Pour the correct measured amount of soap into the washer after the instructor. c. Pour the correct measured amount of soap into the washer independently.

SKILL NO.: 12.2 **OBJECTIVE NO.:** 12.2.7

OBJECTIVE: CLIENT USES A COIN OPERATED WASHING MACHINE

PROCEDURE	KEYPOINTS
5. Add laundry.	5. Evenly place one garment at a time into the machine. If a machine is not available, utilize a tub, a laundry basket, or any round object which can represent the tub of a washing machine. Implement the following training sequence. Given an assortment of items, the clients will: a. Evenly distribute the items into the machine with the instructor. b. Evenly distribute the items into the machine after the instructor. c. Evenly distribute the items into the machine independently.
6. Client will use a coin operated washing machine. a. Sort laundry. b. Set water temperature. c. Set laundry cycle. d. Place money into holder. e. Slide money holder into machine. f. Add detergent. g. Add laundry.	6. Give the clients a variety of coins and laundry items. Use an actual machine. Do not offer any cueing or modeling to the clients. If necessary, repeat any or all of the procedural steps.
	ACTIVITIES 1. Field trip to a laundromat to spend time observing people doing their laundry. Since the procedural steps for teaching both conventional and coin operated washing machines are similar, the training steps for the conventional machine will not be listed.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: DRYING CLOTHES **SKILL AREA NO.:** 12.3

OBJECTIVE: CLIENT HANGS CLOTHES ON A CLOTHES LINE TO DRY **OBJECTIVE NO.:** 12.3.1

INSTRUCTIONAL MATERIALS REQUIRED: CLOTHES LINE CLOTHES PINS CLOTHES RACK
DAMP LAUNDRY LAUNDRY BASKET
PICTURES OF VARIOUS CLOTHES LINES

PERFORMANCE CRITERIA: CLIENT WILL HANG CLOTHES ON A CLOTHES LINE FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Sometimes an automatic clothes dryer is not available or desirable to use. Clothes may then be dried by hanging them on a clothes line. Display pictures of and explain the different types of clothes lines. Some lines to include are:

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.1

OBJECTIVE: CLIENT HANGS CLOTHES ON A CLOTHES LINE TO DRY

PROCEDURE	KEYPOINTS

1. Umbrella:

   Stress that these are usually out of doors.

2. Stationary:

   They can have one or more lines between posts if out of doors; or one or more lines between wall connections if indoors.

3. Portable:
   These are usually disc-shaped, about five inches in diameter, and have a retractable line inside. The disc is stationary while the line is pulled to a specific point.

It may be well to stress to the clients that if none of these types are available to them, a simple cord, rope or heavy twine can be used as a clothes line. Connect the line to any two objects either out of doors or indoors.

Make a bulletin board display from the pictures of clothes lines brought by the clients.

Demonstrate to the clients the correct way to shake out damp laundry and hang it on a line. Some items of laundry to be included are:

1. Blouse or shirt.
2. Bath towel.
3. Slacks or pants.
4. Sheets (fitted and unfitted).
5. Dress.

Demonstrate the correct way to hang up clothes using the following suggested steps:

1. Shake out damp laundry.
2. Straighten laundry item.
3. Hang laundry on the line, placing clothes pins on the outermost corners of each item.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.1

OBJECTIVE: CLIENT HANGS CLOTHES ON A CLOTHES LINE TO DRY

PROCEDURE	KEYPOINTS
	a. Blouse or shirt -- at shoulder. b. Towel -- at shortest end. c. Slacks or pants -- at cuffs with legs together. d. Sheets - fold length in half matching corners. e. Dress -- at shoulder. Also point out and demonstrate that a blouse or dress can first be hung on a hanger and then on the clothes line.
A. Client will hang laundry on a clothes line.	A. Demonstrate each step to the clients before beginning instruction.
1. Shake out laundry.	1. Using damp laundry, implement the following training sequence: a. Clients will shake out item with the instructor. b. Clients will shake out item after the instructor. c. Clients will shake out laundry independently.
2. Straighten laundry item.	2. Given damp laundry, the clients will: a. Straighten laundry item with the instructor. b. Straighten laundry item after the instructor. c. Straighten laundry item independently.
3. Hang laundry on the clothes line.	3. Given damp laundry, the clients will: a. Hang laundry item with instructor. b. Hang laundry item after instructor. c. Hang laundry item independently. Use the above training sequences for each of the following articles of clothing.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.1

OBJECTIVE: CLIENT HANGS CLOTHES ON A CLOTHES LINE TO DRY

PROCEDURE	KEYPOINTS
	Blouse/shirt. Towel. Slacks/pants. Sheets. Dress.
4. Client will correctly hang clothes on a clothes line using the procedures listed.	4. Do not offer any verbal cueing or modeling to the clients. If necessary, repeat any of the steps not accomplished.
	The clients should practice correct methods of folding and sorting clothes in every laundry experience included in the objective.
	ACTIVITIES
	1. Some clients may not have a dryer or clothes line at home. Therefore, explain to the clients possible inexpensive substitutes or ways by which a convenient clothes line could be constructed.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: DRYING CLOTHES **SKILL AREA NO.:** 12.3

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER **OBJECTIVE NO.:** 12.3.2

INSTRUCTIONAL MATERIALS REQUIRED: COIN OPERATED DRYER CONVENTIONAL CLOTHES DRYER DRY LAUNDRY DRYER TIME AND MONEY CHART FABRIC SAMPLES LAUNDRY BASKET LINT FILTER MODEL DRYER COIN SLOT AND COIN SWITCH PICTURES (WASHERS - DRYERS) POSTERBOARD VARIOUS COINS WET LAUNDRY

PERFORMANCE CRITERIA: THE CLIENT WILL OPERATE A CLOTHES DRYER FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objectives 12.1.1, 12.1.2, 1.2.8 and 4.1.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients' require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly. Begin by discussing the various ways to dry laundry. Ask the clients to name all the possible ways to dry laundry. There are basically three ways to dry laundry; 1) in a clothes dryer, 2) hanging laundry on a clothes line either, a) inside, b) outside and 3) putting laundry on a clothes rack.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	Have the clients bring pictures showing the different ways of drying laundry. Use the pictures to make a display on the bulletin board.
	Explain to the clients there are two general types of dryers; 1) a dryer in the home or apartment laundry center, and 2) a coin operated dryer found usually in a laundromat. (Be sure that the bulletin board display shows both types of dryers).
	Introduce the clients to the use of a conventional dryer by discussing the following: 1. Putting clothes in dryer. 2. Time. 3. Temperature control. 4. Cleaning lint filter. 5. Selection of controls in drying a variety of fabrics. 6. Starting the machine. 7. Folding the laundry.
	Instruct the clients on the use of the dryer, teaching one step at a time. When beginning a new step, always review the previous step(s).
	If a dryer is not available for demonstration, large pictures may be utilized. Simulate a dryer by using large cardboard copies of the dials and selector knobs. The instructor may use large tubs to represent both a washing machine and a clothes dryer.
A. Client can operate a conventional dryer.	A. Give the clients the opportunity to observe the steps for drying laundry in a conventional dryer before beginning instruction. (Demonstrate each step listed below).
1. Putting clothes into dryer.	1. Each item of laundry is to be separately removed from either the washer or the laundry basket, shaken, and placed into the dryer.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
a. Remove laundry items one at a time. (When using a laundry basket, items are to be removed from the washer, placed into the laundry basket, shaken, and placed into the dryer.)	a. Implement the following training sequence: 1) Clients will pick up one laundry item, shake it, and place it in the dryer with the instructor's assistance. 2) Clients will pick up one laundry item, shake it, and place it into the dryer after the instructor assists. 3) Clients will pick one laundry item, shake it, and place it into the dryer independently. Discuss with clients the time and the temperature needed to dry various fabrics. List each on the blackboard and ask clients to answer questions such as, "Why do cotton fabrics require more time and a hotter temperature than do delicate fabrics?" Make a large chart showing fabric samples and the time and temperature setting for each fabric. Delicate: Brasieres, girdles, lingerie, sweaters. Low setting–Twenty (20) minutes. WASH 'N WEAR Permanent Press: Blouses, dresses, slacks. Medium setting–Twenty (20) to Twenty Five (25) minutes. Light Weight Cotton: Blouses. High setting–Twenty Five (25) minutes. Medium Weight Cotton: Sheets, shirts. High setting–Forty Five (45) to Sixty (60) minutes Heavy Weight Cotton: Towels, jeans. High setting–Forty Five (45) to Sixty (60) minutes.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
2. Setting time control.	
a. State time.	a. Given the type of fabric, the clients will: 1) Look at the chart and state the temperature setting with the instructor. 2) Look at the chart and state the temperature setting after the instructor. 3) Look at the chart and state the temperature setting independently. NO VISUAL CUE 4) State the temperature setting with the instructor. 5) State the temperature setting after the instructor. 6) State drying time independently.
b. Set time control.	b. Use an actual dryer or a simulated cardboard dial. Given the type of fabric the clients will: 1) State the temperature setting with the instructor. 2) State the temperature setting after the instructor. 3) State the temperature setting independently. 4) Set the temperature control with the instructor. 5) Set the drying time after the instructor. 6) Set the drying time independently. If learning the drying times is confusing for the clients, instruct them to dry all laundry items for twenty (20) minutes. Then, if the items are not dry, leave them in the dryer for another twenty (20) minutes.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
3. Set temperature control.	
a. State temperature.	a. Given the type of fabric, the clients will: 1) Look at the chart and state the temperature setting with the instructor. 2) Look at the chart and state the temperature setting independently. 3) Look at the chart and state the temperature setting independently. NO VISUAL CUE 4) State the temperature setting with the instructor. 5) State the temperature setting after the instructor. 6) State the temperature setting independently.
b. Set temperature control.	b. Use an actual dryer or a simulated cardboard dial. Given the type of fabric the clients will: 1) State the temperature setting with the instructor. 2) State the temperature setting after the setting. 4) Set the temperature control with the instructor. 5) Set the temperature control after the instructor. 6) Set the temperature control independently. Explain to the clients that most of the lint normally present during the drying process is collected in the lint filter. This lint filter should be cleaned each time the dryer is used. Show a lint filter and leave it on display.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	The best teaching aid is to have a dryer which can be used for demonstration. However, if this is not possible, use pictures of dryers which depict the lint filter compartment. Have an actual filter to use for training purposes. Implement the following steps when instructing how to clean a lint filter: 1) Open access door and remove lint filter. 2) Brush screen with hand to remove lint. 3) Replace lint filter and close access door.
4. Clean lint filter.	4. Explain to the clients that if the filter is not cleaned regularly, the lint will stay on the clothing being dried. a. Clients will: 1) Open the access door and remove the filter with the instructor. 2) Open the access door and remove the filter after the instructor. 3) Open the access door and remove the filter independently.
b. Remove lint from filter.	b. Clients will: 1) Remove the lint from the filter with the instructor. 2) Remove the lint from the filter after the instructor. 3) Remove the lint from the filter independently.
c. Replace lint filter and close access door.	c. Clients will: 1) Replace the lint filter and close the access door after the instructor. 2) Replace the lint filter and close the access door independently.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	Since all lint filters are not the same, it is suggested to have examples of as many different filters as possible for teaching purposes. It is suggested that if a dryer is not available in the classroom, take a field trip to an appliance store.
5. Selection of controls in drying a variety of fabrics.	5. Because all dryer controls are different, the names of the controls being taught should coincide with those on the dryer being used.
a. List and discuss control settings.	a. List on the blackboard and discuss each control setting with clients.
b. Make large chart.	b. Make a large chart showing the fabric and the correct setting to be used for each fabric.
c. Procedural steps.	c. Given the type of fabric the clients will:
1) State setting with visual cue.	1) Look at the chart, state the control setting with the instructor, after the instructor, and independently.
2) State setting without visual cue.	2) Without a visual cue, the clients will state the control setting with the instructor, after the instructor, and independently.
3) Set control.	3) The clients will set the control with the instructor, after the instructor and independently.
6. Start machine.	6. Not all dryers require the same steps to start them. Some dryers start by pushing a "start" button; others start by merely closing the door and setting the time control. It is suggested to expose the clients to both types and give demonstrations of each. After demonstrating, have the clients:

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	a. Start the machine after the instructor has demonstrated. b. Start the machine independently.
B. Fold or hang dried laundry.	B. Remove the garments as soon as the dryer stops. Emphasize to the clients that if the clothes remain in the dryer, wrinkling may result. Special things to emphasize to the clients: 1. For wrinkle-free drying the best results are obtained when only three or four garments are dried at one time. When drying large bulky items such as blankets, dry only one at a time. COIN OPERATED DRYER It is to be expected that the clients may be using a laundromat as there may not be washing facilities where the clients are living. Many times there will be a washer but not a dryer. The training sequences for teaching the use of a coin operated dryer are quite similar to those for the use of a conventional dryer. However, a few minor adjustments must be made. Introduce the clients to the use of the coin operated dryer by discussing the following: 1. Take laundry from the machine. 2. Putting laundry into the dryer. 3. Temperature control. 4. Time control. 5. Starting machine. 6. Folding laundry.
A. Client can operate a coin dryer.	A. Give the clients the opportunity to observe the steps for using a coin operated dryer before beginning instruction. (Be sure to demonstrate each of the steps listed below).

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
1. Take laundry out of the washing machine.	1. It is assumed that a laundry basket will be used to transport items from the washer to the dryer. Therefore, any manner used to remove this laundry from the washer and place it into the basket will be acceptable. The following are steps suggested for teaching: a. Place laundry basket in front of the washing machine. b. Put laundry into the basket. c. Push basket in front of the dryer. For each of the above listed steps, implement the following training sequence: 1) Clients will perform the step with the instructor. 2) Clients will perform the step after the instructor. 3) Clients will perform the step independently.
2. Put laundry into dryer.	2. Each item of laundry is to be separately taken from the laundry basket, shaken and placed into the dryer. Implement the following training sequence: a. Clients will pick up one item, shake it, and place it into the dryer with the instructor's assistance. b. Clients will pick up one item, shake it, and place it into the dryer after the instructor has modeled. c. Clients will pick up one item, shake it and place it into the dryer independently.
3. Temperature control.	
a. State temperature	a. Repeat the steps used for a conventional dryer.
b. Set temperature control.	b. Use an actual dryer or a simulated cardboard dial. Given the type of fabric, the clients will:

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	1) Set temperature control with the instructor. 2) Set the temperature control after the instructor. 3) Set the temperature control independently.
	Explain to the clients that dryer time is determined by the amount of money placed into the machine. As most laundromat dryers require dimes, instruction will be directed to using this amount of money.
	Discuss that as a rule, dryers require ten cents for ten minutes drying time. The dryer schedule is set up for ten minutes. One dime must be put into the dryer coin slot. Therefore, for twenty minutes, two dimes are needed, for thirty minutes, three dimes are needed, and so on.
	Make a chart showing dryer time and the number of dimes required.

TIME	MONEY
Ten (10) minutes	One (1) dime
Twenty (20) minutes	Two (2) dimes
Thirty (30) minutes	Three (3) dimes
Fifty (50) minutes	Five (5) dimes

PROCEDURE	KEYPOINTS
	Discuss with clients aksing, "How many dimes do you need to use for twenty minutes drying time?"
4. Time control.	
a. State time.	a. Repeat sequence used for stating dryer times for the conventional dryer.
b. Set time.	b. Given the type of fabric, the clients will: 1) State the drying time and the number of dimes required with the instructor. 2) State the drying time and the number of dimes required after the instructor.

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SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	3) State the drying time and the number of dimes required independently. 4) Set the drying time by depositing the correct number of dimes and turning the switch after each coin with the instructor. 5) Set the drying time by depositing the correct number of dimes and turning the switch after each coin after the instructor. 6) Set the drying time by depositing the correct number of dimes and turning the switch independently.
5. Start machine.	5. After demonstrating by using an actual dryer, have the clients: a. Start the machine after the instructor. b. Start the machine independently. Point out to the clients that the dryer door must be tightly closed or the dryer will not start. The clients should check the dryer door to be certain that it is closed properly.
6. Fold or hang dried laundry.	6. Remove the garments as soon as the dryer stops. Emphasize to the clients that if the clothes remain in the dryer, wrinkling may result. Folded laundry is to be placed into the laundry basket for easy transporting.
B. Given a dryer and selected fabrics to be dried, the client will select the proper setting on the dryer and dry the laundry.	B. Do not offer any verbal cueing or modeling to the clients. If necessary, repeat the training steps. SPECIAL NOTES 1. Stress to clients not to forget hangers when going to the laundromat or laundry area. 2. Stress to have enough change before leaving home, to wash and dry the laundry.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	3. Emphasize to stay in the laundry area until clothes are dried to prevent them from being stolen.

Instructors:

You might contact an area laundromat and ask if classes on the use of the washer and dryer could be conducted there.

CHANGE MACHINE

The best technique is to demonstrate, using an actual machine, obtaining the following types of change, one at a time until the clients have practiced and can perform each task:

MACHINE	CHANGE
Dollar	Two half dollars
Half dollar	Two quarters
Quarter	Two dimes, one nickel

If an actual coin machine cannot be used for instructional and practicing purposes, it is strongly advised that the clients be taken to an area where a change machine can be demonstrated before beginning instruction.

Begin instruction by listing on the blackboard the chart listed above. Discuss the chart with clients, using actual coins. Make a large chart with pictures of coins depicting the money given and the change received. Leave the chart on display.

It may not be possible to use an actual change machine for teaching. One made of cardboard may be used. Be certain to have 1) coin slot, 2) coin drop knob, and 3) change slot.

When using the model change machine, the clients 1) put the change into the machine, and 2) turn the coin drop knob. The instructor or another client place the change into the change slot.

When using a model dollar machine the clients, 1) put the dollar onto the slide plate, 2) push the plate into the machine and 3) the instructor, or another client, puts the change into the change slot.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
C. Client uses dollar change machine.	C. Be certain to have a picture of the face of a dollar bill indicating the correct direction the bill is to be placed into the machine. Emphasize that the bill must be placed exactly as the picture indicates or the change will not be returned. The clients will: 1. Use the dollar change machine with the instructor. 2. Use the dollar change machine after the instructor. 3. Use the dollar change machine independently.
D. Client uses a coin change machine.	D. Explain that change for the half dollar and the quarter are obtained from the same machine.
1. Using half dollar.	1. Implement the following training sequence: a. Clients will use the change machine with the instructor. b. Clients will use the change machine after the instructor. c. Clients will use the change machine independently.
2. Using quarter.	2. Implement the following training sequence: a. Clients will use the change machine with the instructor. b. Clients will use the change machine after the instructor. c. Clients will use the change machine independently.
E. Client will state the coin or bill and the change given for each amount.	
1. Given coin or bill, client will state change.	1. Implement the following training sequence:

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
	a. Clients will state the change with the instructor, using the chart as a visual aid. b. Clients will state the change after the instructor, using the chart as a visual aid. c. Clients will state the change independently, using the chart as a visual aid. d. Clients will state the change with the instructor without a visual aid. e. Clients will state the change after the instructor, without a visual aid. f. Clients will state the change independently, without the visual aid. Repeat the above procedure for the dollar bill, half dollar and quarter.
2. Given change, the client will state coins coins.	2. Implement the following training sequence: a. Clients will state the coin or bill with the instructor, using the chart as a visual aid. b. Clients will state the coin or bill after the instructor, using the chart as a visual aid. c. Clients will state the coin or bill independently, using the chart as a visual aid. d. Clients will state the coin or bill with the instructor, without a visual cue. e. Clients will state the coin or bill after the instructor, without a visual aid. f. Clients will state the coin or bill independently, without a visual aid. Repeat the above procedure for the dollar bill, half dollar and quarter.

SKILL NO.: 12.3 **OBJECTIVE NO.:** 12.3.2

OBJECTIVE: CLIENT OPERATES A CLOTHES DRYER

PROCEDURE	KEYPOINTS
3. Given a specific amount of money, the client will obtain the specified change.	3. Use the following as a suggested guide which may vary with the type of machine available.

GIVEN	CHANGE WANTED
Two (2) dollars	Half dollars
One (1) dollar	Quarters
One (1) dollar	Nickels and dimes
Two (2) Half dollars	Quarters
One (1) Half dollar	Nickels and dimes
Two (2) Quarters	Nickels and dimes

Implement the training sequence listed below:

a. Clients will obtain change with the instructor

b. Clients will obtain change after the instructor.

c. Clients will obtain change independently.

Give clients practice with all denominations of coins.

PROCEDURE	KEYPOINTS
F. Given a specific amount of money, client will obtain the specified change independently.	F. Do not offer any verbal cueing or modeling to the clients. If necessary, re-instruct specific steps.

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COURSE TITLE: CLOTHING CARE

TRAINING SEQUENCE

SKILL AREA: IRONING CLOTHES

SKILL AREA NO.: 12.4

OBJECTIVE: CLIENT IRONS CLOTHES

OBJECTIVE NO.: 12.4.1

INSTRUCTIONAL MATERIALS REQUIRED: BLOUSES COVERS
DRESSES (WITH & WITHOUT WAIST) FABRIC SAMPLES HANGERS IRONING BOARD
PADS SHIRTS SKIRTS SLACKS TWO IRONS

PERFORMANCE CRITERIA: CLIENT WILL IRON CLOTHES FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.1.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Have on a bulletin board a display of the following items: 1. Iron. 2. Ironing board.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	3. Ironing board pad. 4. Spray starch. 5. Distilled water. 6. Various articles of clothing to be ironed. Begin the unit by discussing and showing the above items. Explain to the clients what the items are used for and demonstrate the use of each.
A. Client will pad and cover an ironing board.	A. Demonstrate to the clients the correct way to pad and cover an ironing board by means of: 1. Home improvised materials, such as old sheeting, etc. 2. Commercially prepared cover. a. Emphasize that this type of pad can be purchased at any food store. After demonstrating for the clients, implement the following training sequence: 1. Clients will cover the ironing board with the instructor's assistance. 2. Clients will cover the ironing board after the instructor's modeling. 3. Clients will cover the ironing board independently. Discuss with clients the parts of a steam iron while demonstrating the use of each: 1. Plug. 2. Handle. 3. Heat control. 4. Water spout. 5. Steam release lever. 6. Steam holes.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
B. Client can name and define the parts of a steam iron.	B. Given a steam iron, the clients will name and define the parts listed in A. Implement the following training sequence for each part. The clients will: a. Point to, name, and define the part with instructor. b. Point to, name and define the part after the instructor. c. Point to, name and define the part independently.
1. Plug.	1. Put into the wall socket.
2. Handle.	2. To hold the iron.
3. Heat control knob.	3. Sets the temperature of the iron.
4. Water spout.	4. Water is poured into the iron.
5. Steam release lever.	5. Releases the steam onto the garment.
6. Steam holes.	6. Holes on the bottom of the iron where the steam comes out.
	Discuss with the clients the fact that good ironing results depend upon the: 1. Heat of the iron. 2. Moisture in the fabric added by means of steam or spray. 3. Pressure applied by the clients when putting iron onto the fabric. Discuss, using fabric samples and the iron to demonstrate, the different kinds of fabrics and the heat settings for each. Explain that setting the heat control on the iron is similar to setting the heat control on a clothes dryer. When teaching, use only the following three iron settings: 1. Synthetic. 2. Wool. 3. Cotton.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	The suggested fabrics to use for the various settings are: Synthetics 1. Rayon. 2. Nylon. 3. Dacron. 4. Polyester. Wool - any wool fabric. Cotton 1. Terry cloth. 2. Sail cloth. 3. Broadcloth. 4. Corduroy. 5. Two-ply cotton. 6. Denim. On the blackboard list the fabrics under the appropriate control setting. Have the clients copy and make their own lists. Make a large chart showing the temperature control device of an iron. The clients must be able to read the words on the control device. Spend as much individual or group time on this as is required. It is suggested to have the clients make flash cards and work in pairs. Remember that the words synthetic and cotton are abbreviated on an iron temperature control.
C. Client sets heat control on iron.	C. Use an actual iron.
1. State heat control setting.	1. Given the type of fabrics, the clients will: a. Look at the chart and state the iron setting with the instructor. b. Look at the chart and state the iron setting after the instructor.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	c. Look at the chart and state the iron setting independently. NO VISUAL CUE d. State the heat setting with the instructor. e. State the heat setting after the instructor. f. State the heat setting independently.
2. Set heat control.	2. Given an iron and the type of fabric, the clients will: a. Set the heat control with the instructor. b. Set the heat control after the instructor. c. Set the heat control independently. There are two methods in which garments can be moistened for ironing: 1) sprinkling, and 2) using a steam iron. It is suggested to instruct the clients on the use of a steam iron only. Display a steam iron. Explain to the clients that a steam iron is more efficient than an iron that does not use steam. It is more efficient because the steam causes the garment to become moist and the heat from the iron takes the wrinkles out. Demonstrate and discuss the use and care of the steam iron: 1. Steam irons usually need special water to keep their vents from plugging with mineral deposits. Using distilled water will prevent this. 2. The temperature control helps determine the right heat for the fabric being ironed. Stress that carelessness in setting the heat control can cause an item to be scorched.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	Demonstrate this by placing an iron on a sample of polyester knit. The fabric will instantly melt and adhere to the iron. (To remove melted fabric: Make a paste of baking soda and water. Apply the paste directly to melted fabric. Allow to dry. Remove with a damp rag. Scrub area with a brush if necessary).
	Demonstrate to the clients the correct way to fill a steam iron: 1. Use a glass measuring cup. 2. Fill with water to the ONE HALF (½) CUP level. 3. Pour the water into the iron.
	Stress to pour the water very slowly so that the iron will not overflow.
D. Client will put water into the iron.	D. Given an iron and a glass measuring cup, the clients will: 1. Fill the measuring cup with water and pour the water into the iron with the instructor's assistance. 2. Fill the measuring cup with water and pour the water into the iron after the instructor has assisted. 3. Fill the measuring cup with water and pour the water into the iron independently.
	Discuss and demonstrate safety precautions when using an iron: 1. Plug the iron into an outlet before turning the iron on. 2. Correctly rest the iron on its heel (ironing or storing). 3. Be sure the cord is in good repair and not frayed. 4. Do not leave iron unattended. 5. Always unplug iron when not in use. 6. Do not leave iron within the reach of children.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	7. When filling iron with water, always unplug it.
E. Client states safety precautions.	E. Repeat the safety precautions to the clients each day. As a group, have the clients: 1. Repeat the precautions with the instructor. 2. Repeat the precautions after the instructor. 3. Repeat the precautions independently. 4. Have clients state the precautions independently. Before introducing the clients to ironing, they must first be able to use the necessary equipment. Therefore, teach the following tasks: 1. How to set up the ironing board. 2. How to adjust the height of the ironing board. (It is suggested to set the board even with the clients' abdomens.) 3. How to prepare the iron for ironing. a. Set temperature. b. Fill with water. c. Plug into socket. 4. How to prepare the iron for storage. a. Unplug iron. b. Empty water into sink. c. Place iron on ironing board to cool. d. When cool, wrap cord around iron's handle. e. Put the iron into a storage closet. 5. How to store the ironing board.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	Each of the above tasks should be taught by implementing the following training sequences: Instructor demonstrates. Client models step with Instructor. Client performs step after the instructor. Client performs the step independently.
	Implement the following training sequences for both ironing and folding dish towels: 1. Instructor demonstrates. 2. Clients perform task with modeling from instructor. 3. Clients perform task with verbal cueing from instructor. 4. Instructor evaluates performance. 5. Repeat sequence if necessary. 6. Clients perform task independently.
F. Client will iron and fold flatwear.	
1. Iron dish towel.	1. Demonstrate to the clients the correct way to iron and fold flatwear, including: a. Pulling edges of the item to make edges straight and corners square. b. Moving the iron back and forth on item.
2. Fold dish towel.	2. Teach the following task sequence: a. Take the bottom edge of the towel and pull towards the clients until the upper edge of the towel is laying flat on the ironing board. b. Fold towel by matching the bottom and top edges together evenly. c. Smooth out all wrinkles.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	d. Take the right edge of the folded towel and fold again so the right edge evenly matches the left edge. e. Smooth out all wrinkles.

Suggested flatwear to use:

- Handkerchief.
- Scarf.
- Dish towel.
- Pillow case.
- Table cloths.
- Linen napkins.
- Shirt collar.
- Shirt cuffs.

When the clients have acquired the skills necessary for ironing flatwear, begin teaching the ironing of garments.

Demonstrate appropriate ironing methods to the clients. Use the following training sequence:

1. Instructor demonstrates.
2. Clients perform task with modeling from instructor.
3. Clients perform task with verbal cueing from instructor.
4. Instructor evaluates performance.
5. Repeat sequence if necessary.
6. Clients perform task independently.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	Items to use: Skirt. Dress without a waist. Slacks. Shirt. Blouse. Dress with a waist.
	For each training session to follow, the clients are to: 1. Obtain the ironing board from storage area and carry it to work area. 2. Set board up and adjust it to the proper height. 3. Obtain iron and bring it to work area. 4. Turn on iron to appropriate setting. 5. Fill the iron with water. 6. Plug iron into socket.
G. Client will iron a shirt or blouse.	G. Clients should be able to iron a man's shirt or a woman's blouse.
1. Iron shirt collar.	1. Teach the following task sequence: a. Place wrong side of shirt collar on board with collar's length in direction of the length of the board. b. Smooth with hand. c. Press with iron. d. Turn collar over to right side. e. Press with iron (moving iron back and forth).
2. Iron shoulder area (yoke) of shirt.	2. Teach the following task sequence: a. Place shoulder over end of board. b. Smooth out wrinkles with hand.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	c. Press with iron (back and forth). d. Pull shirt across end of board until other shoulder is hooked over end of board. e. Smooth out wrinkles with hand. f. Press with iron (moving iron back and forth).
3. Iron sleeve without cuff.	3. Teach the following task sequence: a. Fick up one sleeve by underarms seam with one hand on bottom of sleeve seam and one hand on side seam of shirt. b. Lay sleeve on board. c. Smooth wrinkles with hand. d. Press with iron. e. Turn sleeve over by placing one hand on bottom of sleeve and one hand on side seam of shirt. f. Press with iron. g. Repeat steps a-f for other sleeve. Note: with a cuff on the sleeve, the tip of the iron is to follow along the seam that attaches the cuff to the sleeve. The remainder of the sleeve is ironed as before.
4. Iron back of shirt.	4. Teach the following task sequence: a. Hook left corner of back on board. b. Smooth shirt with hand. c. Press with iron, holding shoulder seam with hand. d. Pull shirt toward person until ironed part is off the board. e. Smooth with hand. f. Press with iron, holding collar with hand.

PROCEDURE	KEYPOINTS
	g. Pull shirt toward person and hook right corner on edge of board. h. Smooth with hand. i. Press with hand, holding shoulder seam with other hand.
5. Front side with button holes.	5. Teach the following task sequence: a. Place shirt on board so all button holes are on the board. b. Tuck flap under and smooth wrinkles with hand. c. Press with iron, with hand holding top button hole until iron reaches it; release hand and press top button hole. d. Hook armhole on board. e. Smooth wrinkles with hand. f. Press with iron, down the side seam.
6. Front side with buttons.	6. Teach the following task sequence: a. Place shirt on board so all button holes are on the board. b. Tuck flap under and smooth wrinkles with hand. c. Press with iron (the shirt side of the buttons with hand holding top button until iron reaches it). Release hand and press top of collar. The clients are to put the shirt or blouse on a hanger, lay the garment on the hanger over the ironing board and fasten all buttons or hooks, and hang up the garment.
H. Client will iron a pair of slacks or pants.	H. The clients should be able to iron a pair of slacks or pants.
1. Outside of pant leg (without a cuff).	1. Teach the following task sequence: a. Place slacks on the board with the waist band at the narrow end and the legs, evenly placed, one on top of the other.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	b. Smooth wrinkles with hand. c. Press with iron. (Straight up to the crotch seam, but not beyond it.) d. Lift iron and place in next position. e. Press with iron. (Straight up to the crotch seam.) f. Repeat steps c-e until leg is pressed. g. Turn slacks over by grasping at the waist and bottom of pant leg along the outer edge, turning towards the body. h. Smooth wrinkles with hand. i. Press with iron. (Straight up to the crotch seam, but not beyond it.) j. Lift iron and place in next position. k. Press with iron. (Straight up to the crotch seam.) l. Repeat steps h-k until leg is pressed.
2. Inside of pant leg (without a cuff).	2. The outside pant legs have been pressed. Fold back the top pant leg exposing the inside of the bottom pant leg. Teach the following task sequence: a. Grasp top pant leg at the bottom. b. Fold straight back to the crotch seam. c. Smooth wrinkles with hand. d. Press with iron. (Straight up to the crotch seam, not beyond.) e. Lift iron. (Place in next position and press to crotch.) f. Repeat steps d and e until pant leg is pressed.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	g. Place folded pant leg back on top of the other leg. h. Grasp slacks at the waist and bottom of leg along the outside edge and turn slacks towards the body. i. Fold pant leg straight back to the crotch seam. j. Smooth wrinkles with hand. k. Press with iron. (Straight to the crotch.) Note: for pressing pants which have cuffs, the tip of the iron is to follow along the fold where the cuff is attached to the pant. Iron the remainder of the pant leg as before.
3. Pant front.	3. Teach the following task sequence: a. Slip the waist opening over the narrow end of the board pulling until the crotch is hooked tightly on the narrow end and the side seam is along the far edge of the board. b. The front seam should be in the center of the board. c. Smooth wrinkles. d. Press with iron. (From crotch line to waist.) Note: When the iron reaches the waist, it is to be picked up and placed in the next position. e. Grasp the pants at the side seam and move pants around board by moving hands away from the body until the side seam is along the near edge of the board. f. Hook the crotch over narrow end of the board. g. Smooth out wrinkles.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	h. Repeat procedure d.
4. Pant back.	4. Teach the following task sequence:
	a. Grasp pants at each end of the side seam (which is now running along the near edge of the board), move pants around board by moving hands away from the body until the side seam clients are holding runs along the far edge of the board.
	b. Pull crotch area tightly over narrow end of the board.
	c. Smooth.
	d. Press with iron.
	e. Grasp pants at each end of the middle back seam and move around board by moving hands away from the body until the seam clients are holding runs along the far edge of the board.
	f. Pull crotch area tightly over narrow end of board.
	g. Smooth out wrinkles.
	h. Press with iron.
	The clients are to put the slacks/pants on a hanger. Lay the garment on the hanger over the ironing board; fasten all buttons, hooks, and zippers, and hang the slacks/pants in the closet.
	The clients are to unplug the iron, empty the water from it, and place the iron on the ironing board to cool.
I. Client can iron a skirt.	I. The clients should be able to iron a skirt.
1. Skirt.	1. Teach the following task sequence:
	a. Slip skirt over board with waist at narrow end.
	b. Side seam should run along edge of ironing board.
	c. Smooth out wrinkles.

PROCEDURE	KEYPOINTS
	d. Press with iron. (Straight up to the waist seam, but not beyond it.) e. Lift iron and place in next position. f. Press with iron. (Straight up to the waist seam.) g. Pull skirt toward person until ironed portion is off the board. h. Repeat steps b-f for remainder of skirt.
2. Waist band.	2. Teach the following task sequence: a. Slip waist band over narrow end of ironing board. b. Side seams should run along edge of board. c. Smooth out wrinkles. d. Press with iron. (The top side of waistband on the ironing board.) e. Pull skirt towards person until ironed portion of waistband is off the board. f. Repeat steps b-e for ironing remainder of waistband. The clients are to put the skirt on a hanger, lay the garment over the ironing board, fasten all buttons, hooks, and zippers and hang up the skirt. The clients are to unplug the iron, empty the water from it, and place the iron on the ironing board to cool.
J. Client can iron a dress without a waistband.	J. The clients should be able to iron a dress.
1. Collar (if any).	1. Teach the following task sequence: a. Place underside of collar on the board in direction of the length of the board. b. Smooth with hand.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	c. Press with iron. d. Turn the collar over to outer side. e. Press with iron.
2. Shoulder area.	2. Teach the following task sequence: a. Place shoulder area over end of board. b. Smooth out wrinkles with hand. c. Press with iron. d. Pull dress across end of board until other shoulder area is covering the end of the board. e. Smooth out wrinkles with hand. f. Press with iron.
3. Sleeve (if any).	3. Teach the following task sequence: Note: If there is a cuff, iron it first. a. Pick up one sleeve by underarm seam with one hand on bottom of sleeve seam and one hand on side seam of dress bodice. b. Lay sleeve on board. c. Smooth cuff. d. Tip of iron is to follow along seam that attaches the cuff to the sleeve. e. Place sleeve on board so the cuff is towards the narrow end with cuff opening facing up. f. Smooth out as many wrinkles on that part of the sleeve closest to the shoulder. g. Press with iron. (Straight down seam until the tip of iron meets the cuff seam.) Repeat process until the sleeve is ironed.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	h. Turn sleeve over by placing one hand on bottom of sleeve and one hand on side seam of dress bodice. i. Press with iron. j. Repeat steps b-i for the other sleeve.
4. Dress back.	4. Teach the following task sequence: a. Slip the bottom opening over the narrow end of the board by pulling it all of the way up the board until the shoulder is hooked tightly on the narrow end. b. Side seam should run along the far edge of the ironing board. c. Smooth all wrinkles. d. Press with iron. (From hem line to shoulder seam.) When the iron reaches the shoulder seam, it is to be picked up from the dress and placed in the next position. e. Grasp dress at each end of the middle front (which is not running along the near edge of the ironing board) and move around the board by moving hands away from person until the middle back seam is running along the far edge of the board. f. Hook shoulder seam tightly over narrow end of board. g. Smooth out wrinkels. h. Repeat step d.
5. Dress front.	5. Use the following task sequence: a. Grasp dress at each end of the side seam, (which is now running along the near edge of ironing board) move the dress around the board by moving hands away from the body until the side seam the clients are holding runs along the far edge of the board

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	b. Hook shoulder seam tightly over narrow end of the board.
	c. Smooth out wrinkles.
	d. Repeat steps c and h.
	e. Grasp the dress at each end of the middle front (which is not running along the near edge of the ironing board) and move around the board by moving hands away from person until the area clients are holding runs along the far edge of the board.
	f. Hook shoulder seam tightly over narrow end of the board.
	g. Smooth out wrinkles.
	h. Repeat steps c, h, and d.
	The clients are to put the dress on a hanger, lay the garment on the hanger, over the ironing board, fasten all buttons, hooks, and zippers, and hang the dress in the closet.
	The clients are to unplug the iron, empty the water from it, and place the iron on the ironing board to cool.
K. Client can iron a dress with a waist band.	K. The clients should be able to iron a dress.
1. Collar (if any).	1. Teach the following task sequence:
	a. Place under side of collar on the board in direction of the length of the board.
	b. Smooth with hand.
	c. Press with iron.
	d. Turn collar over the outer side.
	e. Press with iron.
2. Shoulder area.	2. Teach the following task sequence:
	a. Place shoulder area over end of board.
	b. Smooth out wrinkles with hand.
	c. Press with iron.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	d. Pull dress across end of board until other shoulder area is covering the end of the board. e. Smooth out wrinkles with hand. f. Press with iron.
3. Sleeve (if any).	3. Teach the following task sequence: Note: If there is a cuff, do it first. a. Pick up one sleeve by underarm seam with one hand on bottom of sleeve seam and one hand on side seam of dress bodice. b. Lay sleeve on board. c. Smooth cuff. d. Tip of iron is to follow along seam that attaches the cuff to the sleeve. e. Place sleeve on board so the cuff is towards the narrow end with cuff opening facing up. f. Smooth out wrinkles on that part of the sleeve closest to the shoulder. g. Press with iron. (Straight down seam until the tip of iron meets the cuff seam.) Repeat process until the sleeve is ironed. h. Turn sleeve over by placing one hand on bottom of sleeve and one hand on side seam of dress bodice. i. Press with iron. j. Repeat step b-i for the other sleeve.
4. Dress back.	4. Teach the following task sequence: a. Slip the bottom opening over the narrow end of the board by pulling it all of the way up the board until the shoulder is hooked tightly on the narrow end.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	b. Side seam should run along the far edge of the ironing board. c. Smooth all wrinkles. d. Press with iron. (From hem line to shoulder seam.) When the iron reaches the shoulder seam, it is to be picked up from the dress and placed in the next position. e. Grasp dress at each end of the middle back seam and move dress around board by moving hands away from person until the middle, back seam is running along the far edge of the board. f. Hook shoulder seam tightly over narrow end of board. g. Smooth out wrinkles. h. Repeat step d.
5. Dress front.	5. Teach the following task sequence: a. Grasp dress at each end of the side seam, (which is now running along the near edge of the ironing board), moving hands away from person until the area clients are holding runs along the far edge of the board. b. Hook shoulder seam tightly over narrow end of the board. c. Smooth out wrinkles. d. Repeat step c and h. e. Grasp the dress at each end of the middle front (which is now running along the near edge of the ironing board), and move around the board by moving hands away from person until the area clients are holding runs along the far edge of the board.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	f. Hook shoulder seam tightly over narrow end of the board. g. Smooth out wrinkles. h. Repeat steps c, h, and d.
6. Skirt.	6. Teach the following task sequence: a. Slide dress off board until reaching waist line seam. b. Side seam should run along edge of ironing board. c. Smooth out wrinkles. d. Press with iron. (Straight up to the waist seam, but not beyond it.) e. Lift iron and place in next position. f. Press with iron. (Straight up to the waist seam.) g. Pull dress toward person until ironed portion is off the board. h. Repeat steps b-f for remainder of dress - skirt. The clients are to put the dress on a hanger, lay the garment, on the hanger, over the board, fasten all buttons, hooks and zippers, and hang the dress in the closet. The clients are to unplug the iron, empty the water from it, and place the iron on the ironing board to cool.
L. Client will iron various articles of clothing of different fabric type.	L. The clients will make the necessary heat control adjustments for a given fabric and iron each garment so that it is free of wrinkles. Cue the clients only when necessary. ACTIVITIES 1. Discuss the use of the steam iron for freshening garments. Relate the importance of this to good grooming in the world of work.

SKILL NO.: 12.4 **OBJECTIVE NO.:** 12.4.1

OBJECTIVE: CLIENT IRONS CLOTHES

PROCEDURE	KEYPOINTS
	2. A simple way to show clients minerals in water is to let a glass of tap water stand for a few days. Note the mineral rings on the glass. Discuss what would happen if lots of minerals were deposited in the vents of the iron.
	3. Consideration should be given to the fact that some clients may not have an ironing board at home. Various techniques could be suggested to help the clients create a better home laundry center inexpensively. Use a plain board padded and covered to use for ironing. Additional information can be obtained by writing: Home Extension Agent U.S. Dept. Of Agriculture.
	4. Use a simple line drawing worksheet showing unsafe use of the iron. Have the clients find the unsafe practices and tell the correct methods that should be used.

COURSE TITLE: CLOTHING CARE **TRAINING SEQUENCE**

SKILL AREA: SEWING CLOTHING **SKILL AREA NO.:** 12.5

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS **OBJECTIVE NO.:** 12.5.1

INSTRUCTIONAL MATERIALS REQUIRED: BLACK THREAD BUTTONS (2-4) PATCHES COLORED THREAD FABRIC SAMPLES PACKAGE OF NEEDLES RULER SHIRT STRAIGHT PINS THIMBLE WHITE THREAD

PERFORMANCE CRITERIA: CLIENT WILL MAKE BASIC CLOTHING REPAIRS FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 10.1.1

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Begin the unit by discussing with the clients that clothing in need of repair should not be worn. Therefore, to ensure one keeps track of needed clothing repairs, garments should be checked after each time they are worn.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS

Have clients name the various types of clothing repairs as the instructor lists them on the board, i.e.:;,buttons, hems, seams, hook and eye, tears, etc.

Discuss reasons why these repairs should be done before the garment is laundered.

Display a basic mending kit which includes:

Package of needles

Thimble

Black thread

White thread

Colored thread (assorted)

Pins

Iron on patches (assorted colors)

Have the clients make their own mending kits to be used throughout this unit and to take home upon completion of the objective.

ACTIVITIES

1. The clients cover a small box with brightly colored paper. The box will be used to store the supplies.
2. From scraps of fabric (such as brightly colored felt) have clients make pin cushions and needle books.
3. Clients then bring the items needed to complete the kit:
   Needles
   Thread
   Thimble
   Pins
   Iron on patches (assorted colors)

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Before beginning instruction, the clients must be able to thread a needle. The following tasks will determine the clients' abilities and will give the instructor a basis from which to begin training. Evaluate ability to thread a sewing needle using the task sequence listed below:

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	1. Use a needle and thread to string large beads. 2. Put thread through a darning needle, with assistance, and pull through independently. 3. Thread darning needle and pull through independently. 4. Put thread through needle, with assistance, and pull through independently. 5. Put thread through needle and pull thread through to desired length independently.
A. Client can thread a needle.	A. Training on each step should begin with the instructor modeling the task for the clients. Implement the following training sequence: Instructor demonstrates. Client performs task with modeling from instructor. Client performs task with verbal cueing from instructor. Instructor evaluates performance. Repeat sequence if necessary. Client performs task independently.
1. Threading motion	1. Given a needle, scissors, and thread the clients will: a. Cut approximately eighteen (18) inches of thread from a spool. b. Moisten the end of the thread. c. Hold the thread between the thumb and index finger, about one half (½) inch from the end. d. With the other hand, hold the needle between the thumb and index finger so that the eye of the needle is turned towards the clients. e. Push the thread through the eye until the fingers holding the thread touch the needle.

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SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	f. From the other side of the needle, pull the thread through to arms length.
2. Client ties first knot after needle has been threaded.	2. Given a threaded needle the clients will: a. Wrap the thread around the index finger and secure it in place with the thumb. b. By pushing the thumb forward, roll thread between thumb and index finger. c. Hold the thread length tight in the other hand and pull the loop down into a knot with the thumb and index finger. The clients will be expected to thread a needle independently for the duration of the training projects. For those clients who can already thread a needle, begin instruction at this point:
B. Client can sew on a button.	B. Clients will thread a needle, tie a knot and sew a two-four hole button on a piece of fabric. Implement the following task sequence: Instructor demonstrates. Clients perform task with modeling from instructor. Clients perform task with verbal cueing from instrctor. Instructor evaluates performance. Repeat sequence if necessary. Clients perform task independently.
1. Sewing motion using burlap and large button.	1. Use a darning needle and heavy thread. Given the needle already threaded, the clients will: a. Put the threaded needle through the button hole and pull the thread through the burlap.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	across and insert it in the opposite end of the waist band. d. Center the eye over the pin with the holes even with the outside edge. e. Attach the eye to the fabric. 1) From the under side of the fabric, put a threaded needle through the fabric and eye hole. 2) From the top side, pull the needle and thread through the fabric and eye hole. 3) From the top side, put the needle through the second hole and through the fabric. 4) From the under side, pull the needle and thread through the hole and fabric, until the thread is tight. 5) Repeat steps one through four until eye is secure. TIE THE FINAL KNOT 6) Put the needle through the stitching on the under side and pull, leaving a small loop. 7) Put the needle through the loop and pull the thread tight.
5. Client will replace a hook-and-eye.	5. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.
D. Client will repair a thread loop (replace).	D. Explain to the clients that a thread loop is sometimes used in place of the eye. Show examples on actual garments. Before working on actual garments, have the clients practice on fabric samples.
1. Using fabric samples.	1. The loop should be positioned towards the top upper corner of the fabric. Emphasize that the loop should be positioned exactly as the eye would be.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	Teach the following task sequence: a. From the under side of the fabric, put a threaded needle through fabric. b. From top side, pull needle and thread through fabric. c. From the top side, put the needle through the fabric in a second position about one half inch from the first. d. From the under side, pull the needle and thread loosely through the fabric. e. Repeat steps a through d until a loop is made. TIE THE FINAL KNOT f. Put the needle through the stitching on the under side and pull, leaving a small loop. g. Put the needle through the loop and pull the thread tight. Stress: When making the loop DO NOT pull the thread tight. Leave it loose. If the thread is pulled tight, the hook will not fit into the loop. Show examples of a loop where the thread was pulled too tight.
2. Replacing a loop.	**2. Demonstrate to clients before beginning instruction. It is suggested to use a pair of slacks. Teach the following task sequence:** a. Lay the slacks on an ironing board so that both legs hang over the edge with the hook and eye side facing upward. b. Straighten them so the legs hang evenly and the waist band edges are even. c. Put a straight pin on top of the hook. Move the pin directly across,

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	inserting it in the opposite end of the waist band.
	d. Make the loop, using the pin as a mid-point, with the ends even with the outside edge.
	e. Make the loop.
	1) From the under side of the fabric, put a threaded needle through the fabric.
	2) From the top side, pull the needle and thread through the fabric.
	3) From the top side, put the needle through the fabric in a second position about one half inch from the first.
	4) From the under side, pull the needle and thread loosely through the fabric.
	5) Repeat steps a through d until a loop is made.
	TIE THE FINAL KNOT
	6) Put the needle through the stitching on the under side and pull, leaving a small loop.
	7) Put the needle through the loop and pull the thread tight.
3. Client will repair a thread loop (replace).	**3. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.**
E. Client will repair a hem.	E. Clients will repair a hem, using the whip stitch. Begin by discussing with clients what is meant by a hem. Demonstrate before beginning instruction. It is suggested to use a skirt for demonstration for women and use slacks for men. Emphasize that the steps are the same for each type of garment.
1. Pin in hem.	**1. Explain that this procedure will hold the hem in place while being repaired.**

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	a. Place the garment inside out on a table or ironing board with the hem-end closest to the body. When using an ironing board, slip the skirt over the board so that the waist is at the narrow end and the hem is toward the wide end of the ironing board.
	b. Locate the area where the hem has become detached from the skirt.
	c. Place straight pins, about one inch apart, at right angles to the fold.
	d. Replace the hem, using a whip stitch.
2. Whip stitch.	2. Pick up the skirt, holding the bottom so that the hem is closest to the body and the waist band is farthest away. One hand is holding the hem and the other the needle and thread.
	a. From the inside of the fabric, put a threaded needle through the fabric below the folded edge, catching just a few threads.
	b. Push the needle through the fold.
	c. Pull the needle and thread tight.
	d. From inside the fabric, put the needle through the fabric, below the fold.
	e. Put the needle through the fabric, catching just a few threads.
	f. Push the needle through the fold.
	g. Pull the needle and thread tight.
	h. Repeat steps a through g until the hem is repaired.
	TIE THE FINAL KNOT
	i. Put the needle into the edge of the hem and pull through the same side, leaving a small loop.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	j. Put the needle through the loop and pull the thread tight.
	Remove the straight pins when the hem is completely repaired.
3. Can repair a hem.	3. Use a skirt for women and slacks for men. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.
F. Client will repair a split seam.	F. Clients will repair a split seam using a running stitch. Begin by discussing and showing a side seam in slacks, blouse, shirt, etc. Demonstrate before beginning instruction. It is suggested to use a shirt for demonstration. Emphasize that the steps are the same for any other garment needing seam repair.
1. Pin in seam.	1. Explain that this procedure will hold the seam in place while it is being repaired. a. Place the garment inside-out on a table or ironing board with the seam horizontal to the body. When using an ironing board, slip the shirt over the narrow end of the board while securing the shoulder to the narrow end of the board. b. Locate the split in the seam. c. Bring edges together by placing straight pins at right angles to the seam edge. d. Repair the seam by using a running stitch.
2. Running stitch.	2. Pick up the garment with both hands--one hand securing the garment, the other holding the needle. a. Take several stitches by weaving the threaded needle in and out of the fabric.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	b. Slide the stitches back onto the thread without taking the needle out. c. Repeat, taking several stitches on the needle before pulling the needle through the fabric. d. Repeat steps a through c until the seam is repaired. TIE THE FINAL KNOT e. Put the needle into the edge of the seam and pull through the same side, leaving a small loop. f. Put the needle through the loop and pull the thread tight.
3. Client can repair seam.	**3. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.**
G. Client can apply an iron-on patch.	G. Discuss and show several iron-on patches. Explain that patches are used to cover holes in garments or to reinforce areas that are worn, i.e.; knees, and pockets in slacks. Have a display of garments with iron-on patches. Discuss with the clients that the patch should be just large enough to cover the tear or hole in the garment. Therefore, the patch need be only slightly bigger than the area to be patched. Emphasize that the garment is to be laundered before patching.
1. Measure torn area.	**1. The clients will measure the torn area so that when the patching material is placed on the garment the material will be large enough to overlap the torn area by one half an inch. Teach the following task sequence:** a. Measure the length and width of the tear or hole. b. With a pencil, write the measurements onto a piece of paper.

PROCEDURE	KEYPOINTS
	c. Increase the measurements by one half inch. d. Cut the measured section out of the paper. e. Place the cut piece of paper onto the patch and trace the perimeter onto the iron-on-patch. f. Cut out the traced area on the patch.
2. Apply patch using a fabric sample.	2. Discuss and demonstrate the following task sequence: a. Pre-heat an iron for five minutes at wool setting. b. Iron the area on the garment to be patched. c. Apply the patch, shiny side down. d. Place the iron on the patch and hold it there for thirty seconds. Note: If the patch is large, do half of the patch at a time. Emphasize not to slide the iron across the patch.
3. Apply iron-on patch.	3. Demonstrate before beginning instruction. It is suggested to use a pair of slacks or a long sleeved shirt for demonstration. a. Teach the following task sequence: 1) Lay the slacks on the ironing board so that the waist is towards the narrow end of the board and the pant legs are laying evenly, one on top of the other with the pant knee facing towards the body. 2) Iron the area to be patched. 3) Place the patch so that half is on the knee area, shiny side down.

SKILL NO.: 12.5 **OBJECTIVE NO.:** 12.5.1

OBJECTIVE: CLIENT MAKES BASIC CLOTHING REPAIRS

PROCEDURE	KEYPOINTS
	4) Place the iron on the patch and hold it there for thirty seconds. 5) Turn the slacks over so that the knees face away from the body. 6) Fold the top pant leg back so the inside of the bottom pant leg is exposed. 7) Iron the area to be patched. 8) Fold the remaining half of the patch over the knee area. 9) Place the iron on the remaining half of the patched garment and hold it there for thirty seconds.
b. Elbow of shirt.	b. Implement the same steps when patching the elbow area of a shirt. Place the shirt cuff towards the narrow end of the board and the shoulder towards the wide end of the ironing board with the elbow area towards the body.
4. Can apply an iron-on patch.	4. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.

ACTIVITIES

1. Measure various items and record measurements of each to one fourth inch.
2. Draw various patches, given the measurements.
3. Increase given measurements by one half an inch.

COURSE TITLE: CLOTHING CARE

TRAINING SEQUENCE

SKILL AREA: SHOE POLISHING

SKILL AREA NO.: 12.6

OBJECTIVE: CLIENT CLEANS & POLISHES SHOES

OBJECTIVE NO.: 12.6.1

INSTRUCTIONAL MATERIALS REQUIRED: APPLICATOR SPONGE CLEAN SHOES MUDDY SHOES NEWSPAPER RAGS SHOE BRUSH SHOE POLISH (WHITE - TAN - BROWN - BLACK) TABLE

PERFORMANCE CRITERIA: CLIENT WILL CLEAN AND POLISH SHOES FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
	Begin by discussing with clients the importance of wearing shoes that are clean. Emphasize that clean shoes affect ones' outward appearance.

SKILL NO.: 12.6 **OBJECTIVE NO.:** 12.6.1

OBJECTIVE: CLIENT CLEANS & POLISHES SHOES

PROCEDURE	KEYPOINTS
	Discuss ways in which shoes become dirty: 1. Walking in dirt. 2. Walking in mud. 3. Wearing shoes in the rain. Display a basic shoe shine kit which includes: 1. Shoe brush 2. Neutral polish 3. Black polish 4. Polish applicator sponge 5. Rags Have the clients make their own shoe shine kit to be used throughout the unit and to be taken home at the completion of the objective. 1. Clients cover shoe boxes with brightly colored paper. 2. Clients bring the items to complete the kit: Shoe brush Neutral polish Black polish Polish applicator sponge Rags Implement the following training sequence: **1. Instructor demonstrates.** **2. Clients perform the task with modeling from instructor.** **3. Clients perform task with verbal cueing from instructor.** **4. Instructor evaluates performance.** **5. Repeat sequence if necessary.** **6. Clients perform task independently.**

SKILL NO.: 12.6 **OBJECTIVE NO.:** 12.6.1

OBJECTIVE: CLIENT CLEANS & POLISHES SHOES

PROCEDURE	KEYPOINTS
	When cleaning or polishing shoes, always have the clients cover the work area with newspaper.
A. Client will clean shoes.	A. Use a shoe brush and a damp rag. Teach the task sequence listed below:
1. Brush	**1. Place a shoe on the worktable with a hand inside the shoe.**
	a. Brush the top, back, and sides of the shoe.
	b. Brush the edges of the shoe soles.
2. Damp rag	**2. With a damp rag:**
	a. Take damp rag and wipe the tip, back and sides of the shoe.
	b. Wipe the edges of the shoe sole.
	c. Wipe the tongue, buckles, or decorative ornaments.
	3. Repeat the procedure for the second shoe.
	Emphasize that if the shoes are extremely dirty, the rag may need to be rinsed several times.
4. Client can clean a pair of shoes.	**4. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently.**
	Point out that if dirt is caked into the area where the shoe sole attaches to the upper shoe a dull knife can be used to scrape out the dirt.
	There are two types of shoe polish, liquid and paste. It is suggested to use the paste shoe polish for teaching purposes.
B. Client will polish shoes.	B. Polishing shoes includes two main steps.
1. Apply polish	**1. Give a small rag and a can of polish to the clients. Teach the following task sequence:**
	a. Wrap the index and third finger with the rag.

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SKILL NO.: 12.6 **OBJECTIVE NO.:** 12.6.1

OBJECTIVE: CLIENT CLEANS & POLISHES SHOES

PROCEDURE	KEYPOINTS
	b. Dampen a portion of the rag covering the finger tips. c. Apply polish to the dampened area by moving the hand in a circular motion on the paste. d. Apply polish to the shoe in small sections, using the same circular motion. Apply polish to: 1) Toe and top of shoe 2) Tongue (if any) 3) Heel of shoe 4) Sides of shoe Set the first shoe aside and apply polish to the second shoe, using the same procedures. Explain to the clients that the polish must soak into the shoe material. At least five minutes should elapse between polishing the shoe and buffing the shoe.
2. Hand buff	**2. Move the hand rapidly back and forth over the shoe while polishing. Teach the following task sequence:** a. Toe and top of shoe b. Tongue (if any) c. Heel of shoe d. Sides of shoe Emphasize to buff the first shoe polished and then the second.

COURSE TITLE: CLOTHING CARE

TRAINING SEQUENCE

SKILL AREA: DRY CLEANING

SKILL AREA NO.: 12.7

OBJECTIVE: CLIENT SELECTS & PREPARES GARMENTS TO BE DRY CLEANED

OBJECTIVE NO.: 12.7.1

INSTRUCTIONAL MATERIALS REQUIRED: DRY CLEANABLE GARMENTS FLASH CARDS
HANG TAGS FOR DRY CLEAN & MACHINE WASHABLE GARMENTS

PERFORMANCE CRITERIA: CLIENT WILL SELECT AND PREPARE GARMENTS TO BE DRY CLEANED FOR THREE CONSECUTIVE DAYS AT 100% ACCURACY.

APPLICATION: One-to-one instruction. When instructing the clients it is better to first allow them to attempt to perform the task independently, then if they require assistance, give verbal instructions only. Do not be anxious to intervene and model the task until you have tried the above methods first. However, if the clients are unable to perform the task, demonstrate the proper method to them.

PRE-REQUISITE: Clients should have completed objective 12.2.2.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Give the clients as much assistance, either in the form of modeling or verbal cueing, as needed initially. Gradually reduce the modeling and rely as much as possible on verbal cueing and as the clients' ability to perform the task more independently improves, gradually reduce the amount of verbal cueing. However, if at any time the clients complete a step improperly, intervene and again give as much verbal cueing and modeling as is necessary to ensure that the step is performed correctly.
676	Begin by discussing with the clients why some garments are non-washable, such as kind of fabric, trim etc.

SKILL NO.: 12.7 **OBJECTIVE NO.:** 12.7.1

OBJECTIVE: CLIENT SELECTS & PREPARES GARMENTS TO BE DRY CLEANED

PROCEDURE	KEYPOINTS
	List on the board the kinds of fabrics that are usually dry-cleanable only (wool, leather). Have clients name garments that would need to be dry-cleaned, as the instructor writes them on the board, i.e., 1. Coats 2. Blankets
A. Client will name fabrics that are dry-cleanable only.	A. Wool, leather. Implement the following training sequence: **1. Clients will name fabrics with instructor.** **2. Clients will name fabrics after instructor.** **3. Clients will name fabrics independently.**
B. Client will name garments that are dry-cleanable only.	B. Coats, blankets. Implement the following training sequence: **1. Clients will name fabrics with instructor.** **2. Clients will name fabrics after instructor.** **3. Clients will name fabrics independently.** Display dry-cleanable only garments. Have clients examine the sewn-in labels which list cleaning instructions. Have clients compare hang tags for washable and dry-cleanable only garments. For clients that can not read, make flash cards with DRY CLEAN ONLY and MACHINE WASH printed. Have clients work in pairs, first with instructor then with another client, stating the word when flash card is presented. Arrange washable and dry-cleanable only garments on two separate tables. Have clients examine each group, then rearrange the garments by putting them together on one table. Have clients determine which garments are dry-cleanable only, using the following methods:

SKILL NO.: 12.7 **OBJECTIVE NO.:** 12.7.1

OBJECTIVE: CLIENT SELECTS & PREPARES GARMENTS TO BE DRY CLEANED

PROCEDURE	KEYPOINTS
	1. Hang tag and/or 2. Type of fabric
C. Client will select a dry-cleanable only garment.	C. Place two labeled garments before the clients; one washable the other dry-cleanable. Ask the clients to select the garment which should be dry-cleaned. Do not offer any modeling or verbal cueing to the clients. Intervene only if the clients are unable to perform the task independently. Discuss with the clients the procedures to follow in order to prepare garments to be dry-cleaned. List them on the board. 1. Empty pockets 2. Make needed repairs 3. Zipper and fasteners closed 4. Remove pins and jewelry Make a large chart of the procedures using pictures where possible.
D. Client will prepare a garment for dry cleaning.	D. Given various garments, have clients prepare each for dry-cleaning using the chart as a guide.
1. State procedure	1. Implement the following training sequence: a. State procedures with instructor. b. State procedures after instructor. c. State procedure independently.
2. Perform procedures	2. Implement the following training sequence: a. Perform procedures with instructor, using chart as a cue. b. Perform procedures after instructor, using chart as a cue. c. Perform procedures independently, using chart as a cue.

SKILL NO.: 12.7 **OBJECTIVE NO.:** 12.7.1

OBJECTIVE: CLIENT SELECTS & PREPARES GARMENTS TO BE DRY CLEANED

PROCEDURE	KEYPOINTS
	d. Perform procedures independently, without cue.

SKILL AREA NO. 13

SELF-CARE
AND
PERSONAL
HYGIENE

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE **TRAINING SEQUENCE**

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE **SKILL AREA NO.:** 13.1

OBJECTIVE: CLIENT MAINTAINS PROPER NOSE CARE HYGIENE **OBJECTIVE NO.:** 13.1.1

INSTRUCTIONAL MATERIALS REQUIRED: HANDKERCHIEF KLEENEX

PERFORMANCE CRITERIA: THE CLIENT WILL MAINTAIN PROPER NOSE CARE HYGIENE DAILY TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by showing and discussing a kleenex and a handkerchief. Emphasize that a person should always carry a kleenex or a handkerchief. Explain that when one sneezes, germs are spread into the air. For this reason, when sneezing, always cover your mouth with your hand, kleenex, or handkerchief.
A. Client can blow nose.	
1. Blow through the nose.	1. Demonstrate each step before training. Have the clients perform each step: 1) with the instructor, 2) after the instructor, and 3) independently. The clients will:

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.1

OBJECTIVE: CLIENT MAINTAINS PROPER NOSE CARE HYGIENE

PROCEDURE	KEYPOINTS
	a. Take and hold a deep breath. b. Blow the breath through the nose while holding the hand over the mouth.
2. Use tissue.	2. Use a kleenex or a handkerchief. Demonstrate each step before training. Have the clients perform each step: 1) with the instructor, 2) after the instructor, and 3) independently. The clients will: a. Obtain kleenex. b. Fold kleenex in half. c. Hold kleenex on each side. d. Put center part of kleenex over the bridge of the nose. e. Place right and left index fingers on the right and left sides of the nose. f. Blow out through the nose. g. Slide fingers down the sides of the nose and wipe nose clean, using the kleenex. h. Throw away kleenex.

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE **TRAINING SEQUENCE**

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE **SKILL AREA NO.:** 13.1

OBJECTIVE: CLIENT WASHES HANDS AND FACE **OBJECTIVE NO.:** 13.1.2

INSTRUCTIONAL MATERIALS REQUIRED: HAIR BAND HAIR PINS MIRROR
SINK SOAP TOWEL WASH CLOTH
WATER

PERFORMANCE CRITERIA: THE CLIENT WILL WASH HANDS AND FACE FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	HANDS Begin by discussing with the clients why and when to wash hands. Hands should be washed: When dirty, After using the restroom, Before eating. Throughout the remainder of the unit, the instructor should follow the below listed training sequence. 1. Instructor models step. 2. Clients perform step with instructor giving physical assistance.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.2

OBJECTIVE: CLIENT WASHES HANDS AND FACE

PROCEDURE	KEYPOINTS
	3. Clients perform step with instructor giving verbal cue only. 4. Clients perform the step independently.
A. Client can wash hands.	A. Clients must use the following task sequence: 1. Turn on cold water. 2. Turn on hot water. 3. Regulate water temperature. 4. Wet hands. 5. Pick up soap. 6. Apply soap to hands. 7. Rinse soap off hands and return soap to the soap dish. 8. Rub hands until well lathered. 9. Rinse hands thoroughly. 10. Turn off water. 11. Pick up towel and dry hands. 12. Put towel back on rack. 13. Leave sink area clean. FACE Discuss with the clients that they should wash their faces: 1. In the morning. 2. At night. 3. Whenever face is dirty. People wash their faces in the morning and at night: 1. To avoid pimples. 2. Get rid of dirt.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.2

OBJECTIVE: CLIENT WASHES HANDS AND FACE

PROCEDURE	KEYPOINTS
	Display and discuss the materials needed to wash ones' face. Soap Wash cloth Bath towel or hand towel.
B. **Client can wash face and neck.**	B. Given soap, wash cloth, and a towel, clients will use the following task sequence: 1. **If hair is long, move hair off of face with pins, hands, etc.** 2. **Turn on cold water.** 3. **Turn on hot water.** 4. **Regulate water temperature.** 5. **Wet wash cloth.** 6. **Wring out wash cloth.** 7. **Pick up soap.** 8. **Rub soap onto wash cloth.** 9. **Return soap to soap dish.** 10. **Turn off water.** 11. **Look in mirror.** 12. **Scrub all areas of the face:** a. Forehead. b. Nose. c. Cheeks. d. Chin. 13. **Scrub the neck:** a. Front of neck and under chin. b. Sides of neck. c. Back of neck. 14. **Turn on water.**

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.2

OBJECTIVE: CLIENT WASHES HANDS AND FACE

PROCEDURE	KEYPOINTS
	15. Rinse all soap and dirt from wash cloth.
	16. Spread wash cloth over hand and rinse face.
	17. Rinse wash cloth thoroughly.
	18. Turn off water.
	19. Wring out wash cloth and hang it up.
	20. Dry face and hands with towel.
	21. Hang towel on towel rack.
	22. Leave sink area clean.

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE

TRAINING SEQUENCE

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE

SKILL AREA NO.: 13.1

OBJECTIVE: CLIENT TAKES A BATH OR SHOWER

OBJECTIVE NO.: 13.1.3

INSTRUCTIONAL MATERIALS REQUIRED: POWDERED CLEANSER SHOWER SHOWER CAP SPONGE SOAP TOWEL TUB WASH CLOTH

PERFORMANCE CRITERIA: THE CLIENT WILL TAKE A BATH OR SHOWER FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by showing pictures of well-groomed people. Discuss the factors which make up well-groomed individuals: Cleanliness Attractive hair styles Soft, smooth hands Manicured nails Clean, suitable clothing Shoes polished No runs in hose Good posture Other

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SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.3

OBJECTIVE: CLIENT TAKES A BATH OR SHOWER

PROCEDURE	KEYPOINTS
A. Client can regulate water temperature.	Point to and discuss the hot and cold taps. Explain that to obtain warm water, both taps are turned on the same amount. Demonstrate and have the clients feel the water temperature. Explain that the hot water tap has an "H" on the handle and is usually on the left side of the faucet. The cold water tap has a "C" on the handle and is usually on the right side of the faucet.
1. Client can identify hot and cold taps.	**1. The clients will point to and verbalize the hot and cold water taps.** a. With the instructor. b. After the instructor. c. Independently.
2. Client can prepare tub.	**2. Demonstrate the procedure before training begins.** a. Pull or place stopper into closed position. b. Turn taps and adjust flow of water to correct temperature. Throughout the remainder of this unit, the instructor should follow the training sequence listed below: **1. Instructor models step.** **2. Clients perform step with instructor giving physical assistance.** **3. Clients perform step with instructor giving verbal cues only.** **4. Clients perform step independently.** Have a display of the items needed to take a bath. Discuss these with the clients. **1. Wash cloth** **2. Towel** **3. Soap** **4. Warm water (use a picture of a tub filled with water)**

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.3

OBJECTIVE: CLIENT TAKES A BATH OR SHOWER

PROCEDURE	KEYPOINTS
	Discuss the following task sequence in taking a bath. **1. Bathe in tub.** a. Put several inches of warm water in tub. b. Protect hair. c. Sit in tub and lather body with soap. d. Rinse. e. Towel dry. Instructor should demonstrate to the clients how to obtain a good lather by washing the clients' arms emphasizing each of the following steps carefully: **1. Dampen wash cloth.** **2. Rub with soap to get lather.** **3. Scrub arm with soap.** **4. Rinse soap from arm.** **5. Dry with towel.** Have the clients wash their own arms.
3. Client can prepare a shower.	**3. Introduce the shower cap and explain why it is used.** **Train by using an actual shower and the following task sequence:** a. Turn on cold tap. b. Turn on hot tap. c. Regulate until water is warm. d. Close shower curtain or door.
B. Client can wash all parts of body.	B. Use the following task sequence: **1. Soap the wash cloth.** **2. Wash face, neck and ears.**

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.3

OBJECTIVE: CLIENT TAKES A BATH OR SHOWER

PROCEDURE	KEYPOINTS
	3. Wash entire right upper arm, forearm, wrist and hand.
	4. Wash entire left upper arm, forearm, wrist and hand.
	5. Wash entire right thigh, knee, lower leg and ankle.
	6. Wash entire left thigh, knee, lower leg and angle.
	7. Wash right foot and between toes.
	8. Wash left foot and between toes.
	9. Wash stomach, chest, shoulders and armpits.
	10. Wash back, buttocks and groin.
	11. Rinse soap from the entire body.
C. Client dries with a towel.	C. Use the following task sequence:
	1. Obtain a dry, clean towel.
	2. Dry face, neck, and ears.
	3. Dry entire right upper arm, forearm, wrist and hand.
	4. Dry entire left arm, forearm, wrist and hand.
	5. Dry entire right thigh, knee, lower leg and ankle.
	6. Dry entire left thigh, knee, lower leg and ankle.
	7. Dry right foot and between toes.
	8. Dry left foot and between toes.
	9. Dry stomach, chest, shoulder and armpits.
690	10. Dry back buttocks and groin.
D. Client cleans bathroom after use.	D. Discuss and demonstrate the following:
	1. Towel and wash cloth hung on rack or placed in clothes hamper.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.3

OBJECTIVE: CLIENT TAKES A BATH OR SHOWER

PROCEDURE	KEYPOINTS
	2. Tub cleaned using sponge and powdered cleanser.
	a. Sprinkle cleanser sparingly on entire tub.
	b. Scrub with damp sponge.
	c. Rinse tub until suds are gone.
	3. Wipe up any water on the floor.
	4. Return materials to proper places.
E. Client can take a shower.	E. Use the following task sequence:
	1. Assemble all materials needed.
	2. Remove clothing.
	3. Turn on shower and mix water to warm.
	4. Step carefully into shower stall.
	5. Wet the body.
	6. Rub soap over the face and arms.
	7. Rinse soap from face and arms.
	8. Rub soap over entire body.
	9. Turn around slowly and carefully so soap is rinsed from the body.
	10. Turn off both faucets.
	11. Step carefully from the shower.
	12. Dry face and arms, then entire body.
	13. Put on clothing.
	14. Wipe up water from floor.
	15. Put materials in proper places.

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE

TRAINING SEQUENCE

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE

SKILL AREA NO.: 13.1

OBJECTIVE: CLIENT USES DEODORANT

OBJECTIVE NO.: 13.1.4

INSTRUCTIONAL MATERIALS REQUIRED: AEROSOL DEODORANT ROLL-ON DEODORANT

PERFORMANCE CRITERIA: THE CLIENT WILL PROPERLY APPLY DEODORANT FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by discussing that bodily hair, especially on the underarms, collects perspiration and permits odor causing bacteria to grow.
	How can this odor be eliminated? Shave underarms and/or use a deodorant everyday after bathing.
	Display and discuss various types of deodorants and antiperspirants. Simulate application methods for each.
	Throughout the remainder of this unit the instructor should follow the training sequence listed below: 1. Instructor models step. 2. Clients perform step with instructor giving physical assistance.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.4

OBJECTIVE: CLIENT USES DEODORANT

PROCEDURE	KEYPOINTS
	3. Clients perform the step with instructor giving verbal cues only. 4. Clients perform the step independently.
A. Client can apply deodorant.	A. Using both roll-on type and an aerosol type deodorant, use the following task sequence: 1. Stand in front of the mirror. 2. Shake container and remove cap. 3. Raise arm. 4. Apply deodorant over entire underarm with an up-and-down motion of hand. 5. Raise other arm. 6. Apply deodorant over entire underarm with an up-and-down motion of hand. 7. Replace cap on deodorant. 8. Put deodorant away. 9. Allow deodorant to dry before dressing. (Approximately three minutes.) ACTIVITIES Clients may practice the correct technique for application of deodorant by applying it to the palms of their hands. Encourage the clients to purchase deodorant if they do not have it at their home. SHAVE UNDERARMS - WOMEN It is suggested to use an electric razor to ensure the clients' safety. Training should be conducted in a room with an electric outlet and a mirror.
B. Client can shave underarms.	B. Use the task sequence listed below: 1. Pick up razor (razor head up) and unwind cord. 2. Plug in razor.

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SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.4

OBJECTIVE: CLIENT USES DEODORANT

PROCEDURE	KEYPOINTS
	3. Turn on razor switch. 4. Raise left arm. 5. Look in the mirror and shave left underarm with an up-and-down motion. 6. Raise right arm. 7. Look in mirror and shave right underarm with an up-and-down motion. 8. Shut off razor switch and unplug cord. 9. Wrap up the cord and put the razor away. Notes: The clients should be taught to clean the razor after each use.

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE **TRAINING SEQUENCE**

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE **SKILL AREA NO.:** 13.1

OBJECTIVE: CLIENT BRUSHES TEETH **OBJECTIVE NO.:** 13.1.5

INSTRUCTIONAL MATERIALS REQUIRED: GLASS MIRROR MOUTHWASH SINK TOOTH BRUSH TOOTH PASTE TOWEL WATER

PERFORMANCE CRITERIA: THE CLIENT WILL BRUSH TEETH EACH DAY FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by discussing with clients that they should brush their teeth after breakfast and before going to bed. Explain that brushing their teeth every morning and night removes food from their teeth and ensures healthy gums. Point out that the food lodged between the teeth can cause cavities and bad breath. Display and discuss the various materials used to clean the teeth and the mouth: 1. Toothbrush 2. Toothpaste (any brand with fluoride) 3. Dental floss 4. Mouth wash

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.5

OBJECTIVE: CLIENT BRUSHES TEETH

PROCEDURE	KEYPOINTS
	TOOTH BRUSHING Before training the clients to brush their teeth, acquire an enlarged oral hygiene demonstration kit (including a set of teeth and a tooth brush.) Demonstrate the correct brushing procedure and have the clients practice. Use the task sequence below: 1. Front teeth, in a back-and-forth vibrating motion. 2. All front surfaces. 3. Lower biting surfaces. 4. Upper biting surfaces. 5. Four back surfaces of teeth. 6. Backs of front teeth. Throughout the unit, the instructor should follow the training sequence listed below: 1. Instructor models step. 2. Clients perform step with instructor giving physical assistance. 3. Clients perform step with instructor giving verbal cue only. 4. Clients perform the step independently.
A. Client can brush teeth.	A. Follow the task sequence listed below: 1. Enter bathroom and approach sink. 2. Collect toothbrush and toothpaste. 3. Pick up toothpaste and remove cap. 4. Turn on cold water. 5. Pick up toothbrush and wet it under the faucet. 6. Turn off water. 7. Place toothpaste tube nozzle against brush bristles, squeeze tube, and as

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.5

OBJECTIVE: CLIENT BRUSHES TEETH

PROCEDURE	KEYPOINTS
	toothpaste emerges, move the tube the length of the brush. 8. Put toothpaste down. 9. Place toothbrush against the front teeth and brush back and forth in a vibrating motion. 10. Cover all front surfaces of teeth. 11. Brush entire lower biting surface. 12. Brush entire upper biting surface. 13. Brush the four back surfaces of the teeth. 14. Brush the back of the front teeth and brush tongue. 15. Turn water on. 16. Rinse toothbrush. 17. Re-brush teeth with rinsed brush. 18. Pick up glass and fill one half full with water. 19. Rinse inside of mouth. 20. Rinse outside of mouth with hand. 21. Rinse toothbrush and turn off water. 22. Pick up towel and wipe mouth. 23. Hang towel on towel bar. 24. Cap toothpaste. 25. Clean sink area. 26. Put away toothbrush and toothpaste. MOUTHWASH Discuss with the clients that bad breath is offensive to others. Introduce mouthwash, explaining that, by using it everyday after brushing their teeth, it cleans the mouth and helps fight bad breath.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.5

OBJECTIVE: CLIENT BRUSHES TEETH

PROCEDURE	KEYPOINTS
	Before training begins, it is advised to teach the clients how to gargle. Use the task sequence listed below: 1. Fill glass with water (about ten ounces). 2. Fill mouth with water. 3. With mouth closed, tilt head back. 4. Open mouth. 5. Force air out of mouth. 6. Close mouth bringing head forward. 7. Spit water into sink.
	Display and explain the materials needed when using a mouthwash: 1. Water 2. Sink 3. Glass 4. Mouthwash
B. Client can use a mouthwash.	B. Use the task sequence listed below: 1. Enter bathroom and approach sink. 2. Collect mouthwash and a glass. 3. Pour correct amount into glass (one ounce). 4. Partially fill mouth with mouthwash. 5. Swish around in mouth without swallowing. 6. With mouth closed, tilt head back. 7. Gargle. 8. Close mouth and bring head forward. 9. Spit out mouthwash into sink. 10. Rinse out glass.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.5

OBJECTIVE: CLIENT BRUSHES TEETH

PROCEDURE	KEYPOINTS
	11. Dry mouth on towel (if necessary).
	12. Clean sink area.
	13. Put away mouthwash and glass.

COURSE TITLE:	SELF-CARE AND PERSONAL HYGIENE	**TRAINING SEQUENCE**	
SKILL AREA:	SELF-CARE AND PERSONAL HYGIENE	**SKILL AREA NO.:**	13.1
OBJECTIVE:	CLIENT MAINTAINS PROPER HAIR CARE AND APPEARANCE	**OBJECTIVE NO.:**	13.1.6

INSTRUCTIONAL MATERIALS REQUIRED: BRUSH COMB CREME RINSE
LIQUID SOAP MIRROR PINS
ROLLERS SHAMPOO TOWEL

PERFORMANCE CRITERIA: THE CLIENT WILL MAINTAIN PROPER HAIR CARE AND APPEARANCE DAILY, TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

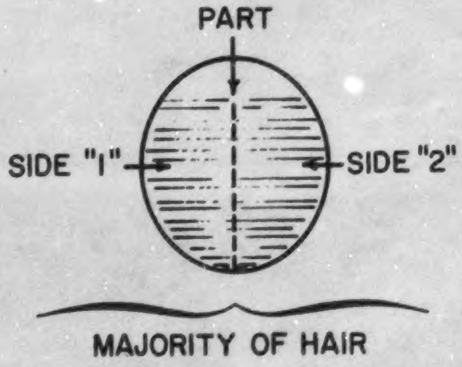
PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by having clients find magazine pictures of hair styles they like. Throughout the unit, the instructor should follow the training sequence listed below. 1. Instructor models step. 2. Clients perform step with instructor giving physical assistance. 3. Clients perform step with instructor giving verbal cue only. 4. Clients perform the step independently. For long hair: 1. Bend from waist.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.6

OBJECTIVE: CLIENT MAINTAINS PROPER HAIR CARE AND APPEARANCE

PROCEDURE	KEYPOINTS
	2. Brush from mid-point to ends of hair. 3. Work towards the scalp. 4. Brush from scalp to end of hair shaft. 5. Follow brush with hand.
A. Client can comb hair.	A. Combing consists of two phases; combing and parting.
1. Combing	1. Use the following task sequence: a. Obtain comb. b. Hold comb in preferred hand with teeth through hair. c. Pull comb through both sides of hair, starting between ear and crown. d. Pull comb through lock of hair starting at crown. e. Pull comb through top and/or front of hair. Start at crown and comb forward or start at hairline and comb back depending on individual needs.
2. Parting	2. Use the following task sequence: a. Comb top hair forward. b. Place that end of comb nearest thumb where the part begins. c. Pull comb forward towards forehead, stopping at hair line. 

PROCEDURE	KEYPOINTS
	d. Use hand not holding comb and separate hair on side "2" away from hair in comb on side "1". e. Hold back the hair on side "2" and comb hair on side "1" away from part. f. Comb remainder of hair on side "1" away from part. g. Comb hair on side "2" away from part. Stress that clients should always carry a comb. It is important that the clients be made aware of the appropriate times to comb their hair. The possible times are: after swimming, upon rising in the morning, and before going to work.
B. Client brushes hair.	B. Use a brush and a mirror for each step. 1. Watch self in mirror throughout task: a. Obtain brush. b. Hold brush in dominant hand with bristles going through hair. c. Pull brush through both sides of hair starting between ear and crown. d. Pull brush through lock of hair starting at crown. e. Pull brush through top and/or front of hair. Start at crown and comb forward or start at hairline and comb back, depending on individual needs. 2. Watch self in mirror throughout task: a. Know where to part hair and show instructor. b. Brush top hair forward. c. Place that end of brush nearest thumb where the part begins.

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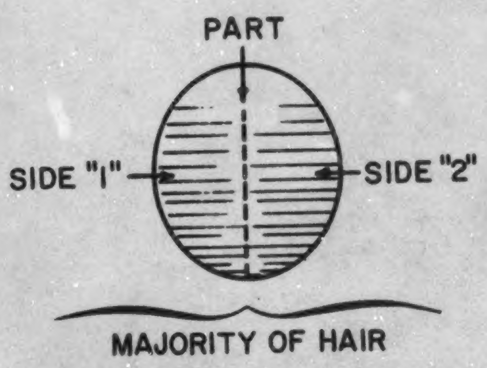
SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.6

OBJECTIVE: CLIENT MAINTAINS PROPER HAIR CARE AND APPEARANCE

PROCEDURE	KEYPOINTS

d. Pull brush forward towards forehead stopping at hairline.

e. Use hand not holding brush and separates hair on side "2" away from hair in comb on side "1".



f. Hold back the hair on side "2" and brush hair on side "1" away from part.

g. Brush remainder of hair on side "1" away from part.

h. Comb hair on side "2" away from part.

i. Brush through hair again, if necessary.

Emphasize that shiny, healthy hair is also clean hair. Display and discuss materials needed to clean hair:

1. Warm water.
2. Shampoo.
3. Conditioner (creme rinse).
4. Towel.

Stress to the clients that hair should be washed at least twice a week.

Explain that there are three areas in which people may rinse their hair:

1. Sink
2. Bathtub

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.6

OBJECTIVE: CLIENT MAINTAINS PROPER HAIR CARE AND APPEARANCE

PROCEDURE	KEYPOINTS
	3. Shower
C. Client washes hair.	C. Use the following task sequence: 1. Collect materials. 2. Change to proper clothing (if using sink or bathtub). 3. Remove cap from shampoo. 4. Turn on water and regulate water temperature. 5. Wet hair and turn off water. 6. Put at least one capful of shampoo in hand. 7. Rub hands together. 8. Apply shampoo to head. 9. Lather head and scrub thoroughly. Then turn water on. 10. Rinse head thoroughly. 11. Repeat if necessary. Optional: 12. Apply creme rinse thoroughly. 13. Rinse creme rinse from hair. 14. Turn off water. 15. Squeeze excess water off hair into sink, tub, or shower. 16. Towel dry hair. 17. Clean up area. 18. Replace cap on shampoo and put shampoo away. 19. Place towel on rack or into clothes hamper. Hair Setting–Optional Demonstrate the correct way to set hair using rollers, pin curls, tape, etc.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.6

OBJECTIVE: CLIENT MAINTAINS PROPER HAIR CARE AND APPEARANCE

PROCEDURE	KEYPOINTS
	Display and discuss the following hair rolling equipment: 1. Rollers and pins 2. Bonnet 3. Comb 4. Brush
D. Client can set own hair.	D. Use the following task sequence: 1. Collect hair-rolling equipment. 2. Comb hair. 3. Take section of hair (proper amount for rolling on roller). 4. Comb section of hair. 5. Attach roller at end. 6. Roll section of hair. 7. Secure roller with pin. 8. Repeat for all of hair to be set. 9. Use hair bonnet to cover rollers to keep intact. 10. Put away extra setting equipment. 11. Clean up area.

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE **TRAINING SEQUENCE**

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE **SKILL AREA NO.:** 13.1

OBJECTIVE: CLIENT TRIMS AND CLEANS NAILS **OBJECTIVE NO.:** 13.1.7

INSTRUCTIONAL MATERIALS REQUIRED: EMERY BOARD NAIL CLIPPERS FINGERNAIL FILE FINGERNAIL BRUSH HAND TOWEL SINK SOAP TISSUE WASTEBASKET WATER (OPTION FOR WOMEN: FINGERNAIL POLISH AND POLISH REMOVER)

PERFORMANCE CRITERIA: THE CLIENT WILL TRIM AND CLEAN NAILS FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	This objective is concerned with several tasks. These tasks include: 1. Cleaning fingernails. 2. Grooming fingernails. 3. Cutting fingernails. Begin the objective by using pictures to emphasize to the clients the characteristics of well-cared-for hands and fingernails. Discuss that the first step for nicer looking hands and fingernails is a careful manicure. Display and discuss materials needed for a manicure. 1. Fingernail brush.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.7

OBJECTIVE: CLIENT TRIMS AND CLEANS NAILS

PROCEDURE	KEYPOINTS
	2. Fingernail file. 3. Fingernail clippers. 4. Emery board. Throughout the unit, the instructor should follow the training sequences listed below: 1. Instructor models step. 2. Clients perform step with instructor giving physical assistance. 3. Clients perform step with instructor giving verbal cue only. 4. Clients perform the step independently.
A. Client will clean fingernails. 1. Fingernail brush	CLEAN FINGERNAILS 1. Use the task sequence below: a. Enter bathroom and approach sink. b. Collect fingernail brush and fingernail file. c. Turn on cold water. d. Turn on hot water. e. Regulate water temperature to warm. f. Wet hands and fingernail brush. g. Position brush with bristles towards fingernails. h. Rub brush over soap. i. Turn hand with palms facing upward and fingers bent so tips face the body. j. Brush all fingernails using a forward and back motion across fingertips. 1) Top of fingernails.

PROCEDURE	KEYPOINTS
	2) Tip of fingernails.
	3) Under fingernails.
	k. Rinse fingernail brush and hands.
	l. Check to see if fingernails are clean.
	m. Repeat steps if necessary.
	n. Turn water off (both faucets).
	o. Dry hands on towel and hang towel on towel hanger.
	p. Clean up area.
	q. Put fingernail brush away.
2. Fingernail file.	2. Use the task sequence below:
	a. Collect fingernail file and tissue.
	b. Turn hand with palm facing downward and fingers pointing straight out.
	c. Hold fingernail file with pointed end away from hand.
	d. Place file underneath fingernail at one side and draw it to the other side.
	e. Clean file on tissue after each fingernail.
	f. Throw used tissue into wastebasket.
	g. Clean up area.
	h. Put file away.
	GROOMING FINGERNAILS
	Discuss the importance of keeping fingernails neatly trimmed.
	Explain that fingernails need trimming when they are too long or ragged.
	Display and explain the materials needed to groom fingernails.
	1. Fingernail clippers.

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SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.7

OBJECTIVE: CLIENT TRIMS AND CLEANS NAILS

PROCEDURE	KEYPOINTS
	2. Emery board or file. Before training begins, discuss that fingernails should be shaped with a file or emery board. Explain and demonstrate. File toward the center of the fingernail, first on one side and then the other side of the fingernail. Emphasize that a rounded, fairly short fingernail that follows the lines of the fingers is the most attractive.
B. Client can groom fingernails.	B. Using nail clippers and an emery board, the clients will groom their fingernails. Use the task sequence below: **1. Collect clippers, tissue, and emery board.** **2. Position clippers over the fingernail to be cut.** **3. Cut fingernail over tissue, toilet or wastebasket.** **4. Cut fingernail evenly.** **5. File fingernails.** **6. Clean up area.** **7. Put away materials.** **8. Throw tissue into wastebasket.**

COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE **TRAINING SEQUENCE**

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE **SKILL AREA NO.:** 13.1

OBJECTIVE: CLIENT SHAVES FACIAL OR LEG HAIR **OBJECTIVE NO.:** 13.1.8

INSTRUCTIONAL MATERIALS REQUIRED: AFTER SHAVE LOTION BODY LOTION
ELECTRIC RAZOR MIRROR PRE-SHAVE LOTION

PERFORMANCE CRITERIA: THE CLIENT WILL SHAVE FACIAL OR LEG HAIR FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Discuss with the clients the reason for shaving. Point out that most men should shave every day. However, some men's whiskers grow at a slower rate, and the whiskers may require shaving every few days. Explain to the clients that they can tell when they need to shave by feeling their faces for hair growth. The face will feel rough as the whiskers grow out. Emphasize the safety aspect of shaving with an electric razor near water. Display and explain the materials needed to shave with: Pre-shave lotion Electric razor After-shave lotion Throughout the training, the instructor should follow the training sequence listed below:

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.8

OBJECTIVE: CLIENT SHAVES FACIAL OR LEG HAIR

PROCEDURE	KEYPOINTS
	1. Instructor models step. 2. Clients perform step, with instructor, giving physical assistance. 3. Clients perform step, with instructor giving verbal cues only. 4. Clients perform the step independently.
A. Client will shave face	A. Using pre-shave lotion and an electric razor, the clients will shave their faces. Use the task sequence below: 1. Enter bathroom and approach sink. 2. Collect pre-shave lotion, electric razor, and after shave lotion. 3. Uncap pre-shave lotion and put appropriate amount into cupped hand (1/2 ounce). 4. Rub hands together. 5. Apply pre-shave lotion to face. 6. Pick up razor and unwind cord. 7. Plug in razor and adjust setting. 8. Turn on razor switch. 9. Look in mirror and shave in an up-and-down motion starting with the right cheek. 10. Look in mirror and shave in an up-and-down motion on left cheek. 11. Look in mirror and shave the upper lip. 12. Look in mirror and shave the chin. 13. Look in mirror and shave left and right sides of jawbone. 14. Look in mirror and shave the neck. 15. Look in mirror and feel the face for any remaining hair. 16. Shave where necessary.

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SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.8

OBJECTIVE: CLIENT SHAVES FACIAL OR LEG HAIR

PROCEDURE	KEYPOINTS
	17. Turn off switch and unplug razor.
	18. Apply after shave lotion in same manner as the pre-shave lotion.
	19. Clean razor.
	20. Clean up area.
	21. Put away equipment.
	Display and explain those items needed to shave legs.
	1. Electric razor
	2. Body lotion
B. Client can shave legs.	B. Using an electric razor, the clients will shave their legs.
	Use the task sequence below:
	1. Enter bathroom.
	2. Collect electric razor and body lotion.
	3. Pick up razor and unwind cord.
	4. Plug in razor and adjust setting.
	5. Turn on razor switch.
	6. Shave left leg, in an up-and-down motion from ankle to knee.
	7. Shave knee with knee straight, not bent.
	8. Shave right leg, in an up-and-down motion, from ankle to knee.
	9. Shave knee with knee straight, not bent.
	10. Check for missed areas by feeling for stubble.
	11. Shave where necessary.
	12. Turn off switch and unplug razor.
	13. Clean razor.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.8

OBJECTIVE: CLIENT SHAVES FACIAL OR LEG HAIR

PROCEDURE	KEYPOINTS
	14. Clean up area. 15. Apply body lotion on legs. 16. Put away equipment.

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COURSE TITLE: SELF-CARE AND PERSONAL HYGIENE

TRAINING SEQUENCE

SKILL AREA: SELF-CARE AND PERSONAL HYGIENE

SKILL AREA NO.: 13.1

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

OBJECTIVE NO.: 13.1.9

INSTRUCTIONAL MATERIALS REQUIRED: "CLOTHING COMMUNICATES" FILM STRIP
BASIC FABRIC SAMPLES   CLOTH SAMPLES   COLOR FABRIC SAMPLES   DESIGN FABRIC SAMPLES
FIGURE SILHOUETTES   FULL LENGTH MIRROR   GARMENT PICTURES   WORKSHEETS

PERFORMANCE CRITERIA: THE CLIENT WILL CHOOSE APPROPRIATE CLOTHING FOR DIFFERENT ACTIVITIES AND TYPES OF WEATHER TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: None required.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Based on the assumption that basic clothing practices are necessary for successful experiences in daily living, the clients should be acquainted, not only with types of clothing suitable for various activities and weather conditions, but with clothing color, line, and design.
A. Client will select clothes that have basic lines, design and color that are becoming to own body proportions and figure type.	A. Begin by discussing with the clients that there are five basic figure types and five basic figure lines. Discuss and show silhouettes of the basic figure types: 1. Tall, slim 2. Tall, heavy 3. Short, slim

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE	KEYPOINTS
	4. Short, heavy 5. Medium stature Have the clients analyze their own figure types by using a full-length mirror. Discuss clients' classifications of figure types. Discuss and show fabric examples of each of the basic lines and how they affect the way one looks. 1. Vertical lines make one look taller and thinner. 2. Horizontal lines make one look shorter and wider. 3. Diagonal lines may either heighten or broaden. 4. Curved lines will add width. 5. V-shaped lines usually slenderize. If fabric samples are not available, illustrate by use of a chalk board or transparencies.
1. Client states basic fabric lines best suited to own figure.	1. Have the clients determine which lines are best suited to their figure types. Discuss that the design in a fabric must blend with the figure type: Petite figures use small designs. Stout or plump figures use large designs. Use fabric samples to illustrate size variations in designs. Hold samples up to the clients so they can observe the effect of various size designs.
2. Client states fabric design best suited for own figure.	2. Referring back to figure type, the clients decide on the designs they can wear best. Point out to the clients that color is one of the first things others notice about people's clothing. Lead the clients in a discussion of colors using the list below: Favorite colors Noticeable colors

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE	KEYPOINTS

Bright colors and dull colors
Pale colors and dark colors
Warm colors and cool colors

Instructor's Note:

COLOR CHART

BRIGHT	DULL	PALE
Red	Brown	Pink
Orange	Grey	Yellow

DARK	WARM	COOL
Brown	Brown	Blue
Black	Orange	Green
Green		

Have examples of each category. A color wheel used for teaching art would be ideal.

Emphasize that the right color can make hair appear more attractive, eyes brighter, skin more clear, etc.

Discuss the different skin colors and the fabric colorings that should be worn with each.

Light skin—bright colors, warm colors
Medium skin—almost any color
Dark skin—pale colors, cool colors

Have clients use fabric samples held against the face and at the neckline to show colors in fabrics change the appearance of personal coloring.

Point out that fabric color can also have an affect on figures. Discuss the following colors.

Dark colors—make one look slimmer
Light colors—show basic figure
Bright colors—make one look wider
Dull colors—tend to slim
Warm colors—show basic figure
Cool colors—tend to slenderize

ACTIVITIES

1. Have the clients cut out seperates in various colors and designs. Mix these in various combinations; or have clients use paper dolls, such as Betsy McCall, to mix and match ensembles and color combinations.

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE	KEYPOINTS

2. Field trip to a department store. Shop for separates that go well together. Discover what separates are available.

   a. Sweaters
   b. Blouses
   c. Jackets

   can be put with a basic skirt, jumper, pants, etc.

3. Field trip to a fabric shop. Observe the line and design variety in fabric as well as the colors. The clients should have an opportunity to hold several fabrics up to note the effect on their total coloring and silhouette.

4. Have the clients make a list of the clothes they already have, according to type.

Evaluate the clients' accomplishments of this objective by observing the clothes they choose to wear daily.

The clients should be able to differentiate between clothing needs for work, school, or play and choose the clothing which is commonly considered appropriate for the occasion.

Begin by discussing with the clients how our personality and various activities can affect our choice of clothing. Show the film strip, "Clothing Communicates" (6 minutes with record. The film strip is available free from your local J.C. Penney Company. Contact the store manager).

Discuss that clothes should be chosen to fit the season of the year.

Make a bulletin board display using each season as a heading. Beneath the headings place pictures of clothing that are appropriate for the season:

SUMMER
Shorts
Sleeveless dresses and blouses
Short sleeve shirts

FALL
Long pants and jeans
Sweaters
Rain coats

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE | **KEYPOINTS**

WINTER
Heavy coats
Gloves
Hats
Long sleeve shirts, blouses or dresses
Heavy sweaters
Heavy pants

SPRING
Rain coats
Rain hats
Umbrellas
Lightweight coats
Lightweight pants

Discuss the bulletin board with clients. Designate a person for each day, for one week, and have clients bring pictures of clothing appropriate for that time of year. Display pictures discussing with the clients the suitability of each garment to the particular season.

A. Clients will choose clothing suitable for the four seasons.

A. Clothes should be chosen to fit the weather conditions.
Given a variety of clothing pictures and a specific season, the clients will:

1. Select appropriate garments after instructor has demonstrated;

2. Select appropriate garments independently.

Show pictures of summer and winter clothing. Emphasize the difference in color, fabric (warmth), etc. List them on the board using seasonal headings:

SUMMER
Nylon
Polyester
Cotton
Terrycloth

FALL
Corduroy
Two-ply denim
Denim

WINTER
Wool
Corduroy

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE

KEYPOINTS

SPRING

Rayon
Dacron
Denim

Try to have a sample of each fabric. Allow the clients to feel the difference in textures and weights of the various samples.

Make a large chart listing the seasons, showing pictures of appropriate clothing with fabric samples under the correct heading.

B. Have the chart visible during the first segment of the training sequence:

Given a variety of fabric samples and a specific season, the clients will:

1. **Select appropriate sample with the instructor as the fabric is verbalized.**
2. **Select appropriate fabric sample after instructor, as the fabric name is verbalized.**
3. **Select appropriate fabric sample, independently, as the fabric name is verbalized.**

Cover or remove chart.

4. **Select appropriate sample and verbalize fabric name after instructor.**
5. **Select appropriate sample and verbalize fabric name, independently.**

Repeat training sequence for each fabric listed on the chart.

Activities

Devise a weather wheel showing sunny, windy, rainy, snowing, etc.

Have clients work in pairs–one spinning the pointer and the other selecting garments appropriate for that type of weather. (Clients are to select garments from a varied assortment of clothing for every type weather, (swimsuit, sweater, shorts, heavy coat, rain coat, etc.)

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE	KEYPOINTS

Clothing must also be appropriate for the occasion. Discuss how clothing needs differ for:

1. School
2. Home/leisure
3. Church
4. Work/housekeeping
5. Sports, etc.

Discuss using the following categories, having the clients copy the appropriate garments as the instructor writes them on the board.

EXAMPLES:

School or Work

Skirts	Shirts
Blouses	Pants (nice)
Dresses	Nice shoes
	Slacks (nice)

Home or Leisure Time

Pants	Pants
Pull-over tops	Pull-over shirts
Casual Shoes	Casual shoes

Church

Dresses (nice)	Slacks (nice)
Good shoes	Shirts (nice)
	Suits
	Good Shoes

Make a bulletin board or large chart listing the above categories. Have pictures of the appropriate garments for each occasion. Discuss with the clients.

B. Client will select clothing appropriate to the occasion.

B. Given a variety of garment pictures and a specific occasion, the clients will:

1. Select appropriate garment with instructor;
2. Select appropriate garment after instructor has demonstrated;

720

SKILL NO.: 13.1 **OBJECTIVE NO.:** 13.1.9

OBJECTIVE: CLIENT CHOOSES APPROPRIATE CLOTHING FOR DIFFERENT TYPES OF WEATHER AND ACTIVITIES

PROCEDURE	KEYPOINTS
	3. Select appropriate garments independently. Discuss with the clients that clothing that is torn, wrinkled or dirty does not look its best. Display pictures and/or actual garments that are torn, dirty, and wrinkled, along with clean, pressed garments. Discuss why the well-kept garments look better than the unkept. (Garments can be acquired from the Salvation Army for little or no cost).
C. Client wears clothes that are clean, not torn, not wrinkled. *	C. Choosing from a variety of garments that are both well kept and unkept, the clients will: 1. Select appropriate clothing after instructor has demonstrated; 2. Select appropriate clothing, independently.
*Evaluate the clients' accomplishments of this objective by observing the clothes they wear daily.	

SKILL AREA NO. 14

SHOPPING

COURSE TITLE: SHOPPING **TRAINING SEQUENCE**

SKILL AREA: INTRODUCTION TO SHOPPING **SKILL AREA NO.:** 14.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES **OBJECTIVE NO.:** 14.1.1

INSTRUCTIONAL MATERIALS REQUIRED:
MEAT - CHEESE PRICE LABELS NEWSPAPERS
PRICE LABELS SHOPPING CALENDAR
SHOPPING CARTS TELEPHONE DIRECTORY

PERFORMANCE CRITERIA: CLIENT WILL KNOW VARIOUS BUYING TIPS AND BASIC SHOPPING TECHNIQUES FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objectives 1.2.10, 1.3.2, 2.3.17, 3.3.1, 10.3.3, 11.1.1 and 13.1.9.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	INTRODUCTION Before beginning actual instruction, discuss various tips for buying and shopping techniques.
	TIPS FOR BUYING
A. Clients know various tips for buying.	A. Emphasize to the clients that buyers must get maximum value for every dollar they spend by finding the best value for their money.
	1. Plan your buying; know what your needs are. Be honest--list those things you need and want and then decide what you can do without. Plan your buying by:

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS

a. Setting goals for buying and saving.

b. Making a budget for spending your money.

Given a specific amount of income, have the clients list their needs and wants and then decide what they are willing to do without. Have them set goals and make a budget according to their alloted income.

2. **Where to buy: shopping where you get good quality and low prices will yield the best values for your money.**

List the following types of stores on the blackboard and discuss each:

a. Discount stores: sell brand name items for less than retail prices.

b. Department stores: have good sales due to the large volume of goods. Give each client a copy of the shopping calendar discussing each sale that generally occurs during a given month. Have the clients circle the sales that interest them the most. Tell them to save the calendar for future use. (These stores also have budget departments where you can buy seconds or irregulars which are articles with very small flaws.)

c. Secondhand stores or thrift shops: sell clothing, furniture, appliances, books and many other things. Some examples are: Salvation Army, Goodwill Industries, etc. Point out to the clients that the yellow pages in the telephone book list secondhand stores. They can also check the classified ads in the newspaper for used items.

ACTIVITIES

1. **Field trip. Take the clients to a department store and a secondhand store. Point out and discuss seconds and irregulars.**

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
	2. Have clients use the telephone directory and find secondhand stores in the yellow pages, writing down the stores' addresses and telephone numbers. 3. Have clients use the newspaper to find used items in the classified ad section. They should write down the item, where it can be seen, and how much it costs. BUYING CLOTHES
B. Client knows tips for buying clothes.	B. Clothes can be expensive. After rent, food, utilities, and other budget demands, there often is not much left over for clothes. How can you get the best value for your money? List on the board and discuss the following tips: 1. Know what you want! Have the clients look at their present wardrobe and decide what they need to add. Have them make a list of what they need. Explain that they should always take the list with them when shopping to ensure they will not buy something they do not need. 2. Know how much you can spend! Check the clothes budget before shopping. 3. Where to buy. Big department stores offer a wide range of sizes and styles. Department stores also have frequent sales. List and discuss the following kinds of sales: a. End of season sales. Find good bargains in winter clothes in January and February. Save on summer clothes in July and August. b. Holiday sales. Stores feature special sales after holidays like Christmas, Washington's birthday, Easter, and the like. c. Special purchase sales. Stores often buy big shipments of clothes just for a sale. These sales are called special purchase sales. You can often find good bargains at these

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
	sales. Be sure the quality of the clothes is good. It should be as good a quality as the store's regular clothes. ACTIVITIES Field trip to a department store. Have clients check the store for advertised sale signs posted in various departments. They should refer to their list to see if anything they need is on sale. BUYING FOOD
C. Client knows tips for buying food.	C. Discuss that when shopping for food you should always have a list of those things needed. Select these foods from the four basic food groups. List on the board and discuss the following: **1. Plan shopping around specials. Read the food ads in the newspaper. Study the specials. Plan your week's meals around these specials.** **2. Shop with a list.** **3. Shop in a large supermarket. Stress to the clients to 1) do most of their shopping at one store and 2) shop when the store isn't crowded.** **4. Buy cheaper kinds of meat. These include chicken, turkey and fish.** **5. Buy fresh fruit and vegetables when in season. Stress that if they can buy fresh produce at a farmer's market the prices will be lower than at a store.** **6. Large eggs are usually a better buy.** **7. Buy dry skim milk for cooking and baking.** ACTIVITIES **1. Field trip to a supermarket 1) meat section, emphasizing where the chicken, turkey and fish can be found, 2) fresh fruit section, 3) dairy section, pointing out the four sizes of eggs--small, medium, large, extra large (emphasize buying the large size), and 4) cereal section where the dry milk can be found.**

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
	2. Use the newspaper. Have clients study the food ads listing any specials for the week. Clients then plan a week's meals around the specials.
	BASIC SHOPPING TECHNIQUES Before beginning instruction, take the clients to a store, walking through each of the training steps.
D. Client can shop without or with a cart.	D. The following steps are to be 1) discussed and taught in the classroom, then 2) performed in the community store. Show and discuss a receipt, explaining that it is a paper you get back after you pay for something. Stress that it is important to always take the receipt so you can prove you paid for the items in case you want to exchange an item for something else. Role play a store situation using clients for other shoppers, checkers, and cashiers.
1. Without a cart.	1. Use the following training steps: a. When given coins to purchase items, clients put them in pocket or purse. *b. In store, locate turnstile or appropriate entrance to shopping area. *c. Go through turnstile correctly. d. Speak with appropriate loudness when in store. e. If something is knocked out-of-place, or over, it must be put back in place. f. If something is broken inform the clerk. g. Apologize when getting in someone's way or bumping into someone. h. Move out of way of other shoppers. i. Properly ask clerk for assistance to locate an item.

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
	j. Take item(s) to an open checkout stand.
	k. Get in line properly.
	l. Move forward, when necessary, without being reminded.
	m. Politely greet the cashier.
	n. Set item on counter.
	o. Have money ready to use, when it is time to pay.
	p. When cashier tells client total, client pays.
	q. Obtain receipt.
	r. Pick up purchased items.
	s. Leave area without wasting time.
	*Steps b and c are to be taught in the grocery store.
2. With a cart.	2. Use a shopping cart during teaching process. Implement the following steps.
	a. When given bills and coins, client puts bills in wallet and coins in pocket or purse.
	b. Disengage shopping cart from other carts.
	c. Put items taken off shelf into cart.
	d. Do not crush items in cart when adding new ones.
	e. Push the cart without hitting persons or objects.
	f. If something is knocked out of place, or over, put it back in proper place.
	g. Place cart out of other shoppers way when stopping.
	h. Move cart out of way when shoppers want to pass.

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
	i. Turn cart in an aisle without bumping items or other shoppers (approx. 180°). j. When clients turn, head cart into checkout stand properly. k. After putting cart in the proper position, go directly to checkout area. l. Have money ready to use when it is time to pay. m. When given total, pay cashier. n. Obtain receipt. o. Pick up bagged groceries without assistance. p. Leave area without wasting time. Point out to the clients that if they are walking and have a large amount of groceries to carry, they can put the grocery bags into a cart and push the cart home. Emphasize that they must take the cart back the next time they go shopping.
E. Client can read store price labels.	E. Given four different food items, each with a different price marked in various areas, and four different meat and cheese labels, the client will read the price.
1. Price	**1. Implement the following training steps. The clients will:** a. State price of item with instructor as instructor points to item price. b. State price of item after instructor as instructor points to item price. c. State price of item, independently, as instructor points to item price. d. Point to label, stating price after instructor. e. Point to label, stating price independently.

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

PROCEDURE	KEYPOINTS
2. Volume (ounces, pounds)	2. Implement the following training steps. The client will: a. State volume with instructor as instructor points to volume of item. b. State volume after instructor as instructor points to volume of item. c. State volume, independently, as instructor points to volume of item. d. Point to label, stating volume after instructor. e. Point to label, stating volume independently. On the meat--cheese labels, clients will need to recognize the difference between price per pound and total price. ACTIVITIES Have the clients bring price labels to show and discuss. If necessary, assign specific labels to each client.

SKILL NO.: 14.1 **OBJECTIVE NO.:** 14.1.1

OBJECTIVE: CLIENT KNOWS VARIOUS BUYING TIPS AND SHOPPING TECHNIQUES

SHOPPING CALENDAR

JANUARY Shoes Clothing White goods Blankets Small appliances Sports equipment Christmas cards and decorations Furniture sales (3rd week)	**MAY** White goods Soaps and cleaning aids Handbags Televisions Lingerie	**SEPTEMBER** Clothing Housewares Back-to-school supplies Fabrics
FEBRUARY Furniture Rugs China Mattresses Glassware Housewares Curtains Women's coats	**JUNE** Womens' dresses Rug cleaning Fabrics Refrigerators Storm windows and screens Televisions	**OCTOBER** Cars Coats Lingerie
MARCH Housewares China Spring clothing	**JULY** Shoes Clothing Swimming suits Washing machines Refrigerators Floor coverings Summer furniture Garden supplies Used cars	**NOVEMBER** Womens' coats Dresses Blankets Fabrics
APRIL Womens' dresses and hats Mens' and boys' clothing	**AUGUST** Furniture Tires Coats Curtains Paint Garden and lawn equipment Hardware Cameras White goods	**DECEMBER** After Dec. 21–Toys and gift items Late December-- Womens' and girls' coats. Mens' and boys' winter suits and coats.

COURSE TITLE: SHOPPING **TRAINING SEQUENCE**

SKILL AREA: BUYING PERSONAL HYGIENE ITEMS **SKILL AREA NO.:** 14.2

OBJECTIVE: CLIENT BUYS NECESSARY ITEMS TO MAINTAIN GOOD GROOMING AND PERSONAL HYGIENE **OBJECTIVE NO.:** 14.2.1

INSTRUCTIONAL MATERIALS REQUIRED: ALL THOSE ITEMS LISTED FOR THE BULLETIN BOARD DISPLAY

PERFORMANCE CRITERIA: CLIENT WILL BUY NECESSARY ITEMS TO MAINTAIN GOOD GROOMING AND PERSONAL HYGIENE TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.1.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin training by having the clients assist in making a bulletin board display of the products and materials needed to be clean and well-groomed. Have clients bring pictures of the various items needed under each topic heading. These are to be items that can be purchased at almost any grocery store or drug store. The following is a list of suggested headings for the bulleting board: 1. Bath supplies: Soap Deodorant Washcloth Towel

SKILL NO.: 14.2 **OBJECTIVE NO.:** 14.2.1

OBJECTIVE: CLIENT BUYS NECESSARY ITEMS TO MAINTAIN GOOD GROOMING AND PERSONAL HYGIENE

PROCEDURE	KEYPOINTS
	2. Fingernail care supplies: File Emery board Cotton balls Tissue Polish remover Fingernail polish
	3. Shaving supplies: Pre-shave After shave Body lotion Electric razor
	4. Hair care supplies: Brush Comb Shampoo Creme rinse Rollers Pins Hair bonnet
	5. Tooth care supplies: Toothbrush Toothpaste Mouthwash
	6. Make-up supplies: Lipstick Liquid foundation Blush-on Eye shadow Mascara Eye liner Perfume Cologne
	7. Laundry supplies: Bleach Laundry soap
	8. Clothing repair supplies: Hooks and eyes Needles Thread Buttons

SKILL NO.: 14.2 **OBJECTIVE NO.:** 14.2.1

OBJECTIVE: CLIENT BUYS NECESSARY ITEMS TO MAINTAIN GOOD GROOMING AND PERSONAL HYGIENE

PROCEDURE	KEYPOINTS
	Iron-on patches Straight pins 9. Shoe care supplies: Laces Shoe polish Polish sponge 10. Ironing supplies: Ironing board cover Distilled water 11. First Aid supplies: Bandaids Adhesive tape Gauze pads Antiseptic Rolled gauze Chap stick Hot water bottle
	Discuss the bulletin board with the clients, asking the function of each item.
	As each heading is covered, have an actual display of those items discussed. Use the display for teaching.
A. Client will name items and state their functions.	A. Using the item display, implement the following training sequence. The clients will: 1. State name of item with instructor, as instructor points to item. 2. State name of item after instructor, as instructor points to item. 3. State name of item independently, as instructor points to item. 4. State name and function of item with instructor, as instructor points to item. 5. State name and function of item after instructor, as instructor points to item. 6. State name and function of item independentiy, as instructor points to item. 7. Point to item and state name and function independently.

SKILL NO.: 14.2 **OBJECTIVE NO.:** 14.2.1

OBJECTIVE: CLIENT BUYS NECESSARY ITEMS TO MAINTAIN GOOD GROOMING AND PERSONAL HYGIENE

PROCEDURE	KEYPOINTS
B. Client can state necessary items for a given grooming topic.	B. Have a display of various grooming and personal hygiene items. Given a specific grooming topic, the clients will state the items necessary to purchase: 1. With instructor. 2. After instructor. 3. Independently.
C. Client can choose necessary items for a given grooming topic.	C. Using the display of various grooming and personal hygiene items, the clients will select the necessary articles when given a specific topic: 1. With instructor. 2. After instructor. 3. Independently.
D. Client can purchase items in a store.	D. Given a specific list, the clients will shop at the grocery store. The clients will find those items on the list: 1. With the instructor. 2. After the instructor. 3. Independently. Suggestion: Begin training with only three items on the list. Increase the number of items by one or two until the clients can purchase at least six items at a time.

COURSE TITLE: SHOPPING

TRAINING SEQUENCE

SKILL AREA: BUYING CLOTHES

SKILL AREA NO.: 14.3

OBJECTIVE: CLIENT KNOWS PERSONAL CLOTHING SIZES

OBJECTIVE NO.: 14.3.1

INSTRUCTIONAL MATERIALS REQUIRED: CLOTHING OF VARIOUS SIZES FULL LENGTH MIRROR
GARMENTS SHOWING PULLED SEAMS AND BUTTONS OVERHEAD PROJECTOR
SIZE AND MEASUREMENT NOTE CARDS TAPE MEASURE TRANSPARENCY OF GARMENTS

PERFORMANCE CRITERIA: CLIENT WILL KNOW PERSONAL CLOTHING SIZES FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.2.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Before clients can be expected to buy their own clothing, they must know their personal clothing size. Therefore, begin by explaining how correct-fitting garments look more attractive, are more comfortable to wear, and wear longer, because there are no popped buttons, pulled seams, etc. Discuss the areas to consider when fitting clothes. List, on the black board, and demonstrate each point: 1. Shoulders 2. Waist 3. Hip 4. Sleeves 5. Hem--skirts, dresses, and slacks

SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.1

OBJECTIVE: CLIENT KNOWS PERSONAL CLOTHING SIZES

PROCEDURE	KEYPOINTS
	Model garments that show the correct and incorrect fit for each of the above listed check points. The instructor can use an overhead projector and transparencies of a blouse, shirt, dress, pants, etc., to show where the garment is checked for fit. Point out that measurements are needed to determine the following sizes: 1. Pants--waist, leg length, hips 2. Blouse--bust 3. Belt--waist 4. Shirt--sleeve length, chest, neck 5. Dress--waist, bust
A. Client can measure to determine size.	A. Using a tape measure, the clients will measure their neck, waist, arm length, leg length, hip and bust or chest. Implement the following training sequence. The clients will: 1. Measure specified area with instructor when given verbal cue. 2. Measure specified area after instructor when given verbal cue. 3. Measure specified area independently when given verbal cue. 4. Measure specified area, stating number of inches independently. Have clients practice measuring each other to determine clothing sizes.
B. Client knows personal sizes--small, medium, or large.	B. Given three sizes of clothing, marked small, medium and large, the clients will choose the size that is nearest to their personal size. It is suggested to acquire clothes from the Salvation Army or other area surplus stores. Have small, medium and large sizes on display for each garment listed below: Pants Jackets

SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.1

OBJECTIVE: CLIENT KNOWS PERSONAL CLOTHING SIZES

PROCEDURE	KEYPOINTS
	Shirts Blouses Tops Dresses Sweaters Have clients observe each other to determine which sizes fit the best.
C. Client can record personal clothing sizes.	C. Using a personal clothing identification card, the clients will record their own garment sizes. Stress to the clients that they should always carry this card with them, either in their billfold, or purse. They can then refer to the card when shopping for clothes. Note: It may be necessary for the instructor to fill in the appropriate sizes for various garments. For example: undershorts, panties, t-shirts, brassieres, socks, gloves, and etc.
D. Client knows personal shoe size.	D. The best teaching tool would be to take the clients to a shoe store to be fitted for a pair of shoes. When correctly fitted, have the clients write the shoe size on the clothing card. Arrange with the store manager before taking the clients to the shoe store. ACTIVITIES 1. Field trip to a department store to note available sizes. With permission of the store, have the clients try on garments and select those that fit the best using the points discussed in class. SPECIAL NOTE This objective should be re-emphasized whenever the clients wear a poor-fitting garment. If this occurs, the instructor should help the clients evaluate the fitting problem and aid in its correction. Other articles of clothing that could be included are: pajamas, bathrobe, slippers, bathing suit, sports jacket, and hose.

COURSE TITLE: SHOPPING

TRAINING SEQUENCE

SKILL AREA: BUYING CLOTHES

SKILL AREA NO.: 14.3

OBJECTIVE: CLIENT BUYS OWN CLOTHES

OBJECTIVE NO.: 14.3.2

INSTRUCTIONAL MATERIALS REQUIRED: BULLETIN BOARD OF SALES BY THE MONTH
CALENDAR CATALOGUES (MONTGOMERY WARD, SEARS, ETC.)
GARMENTS SHOWING GOOD AND POOR WORKMANSHIP ITEMS-NEEDED CHART
PRESENT WARDROBE CHART TELEPHONE DIRECTORY

PERFORMANCE CRITERIA: CLIENT WILL BUY OWN CLOTHES TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.3.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
A. Client can judge good workmanship in clothing.	A. Clients will select garments of good workmanship from a collection of good and poor quality clothing. Discuss each of the points to watch for and show examples of each. Compare by displaying garments that are of poor quality. Examples: 1. Seams should be over and flat and at least 1/2 inch wide with finished edges. 2. The fabric design (plaids and stripes) should match at the seam. 3. There should be extra stitching at "points of stress" like underarm seams, openings, and crotch of pants. 4. Hems should be even and flat–stitching should not show on right side of garment.

SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.2

OBJECTIVE: CLIENT BUYS OWN CLOTHES

PROCEDURE	KEYPOINTS
	5. Buttons, zippers and snaps should be well sewn with no loose threads.
1. Client can point out good quality clothing.	1. Using a good quality garment, the clients will state those points which show good workmanship. Implement the following training sequence. The clients will: a. State quality after instructor, as instructor points to particular area. b. State quality with instructor, as instructor points to particular area. c. State quality independently as instructor points to particular area.
2. Client can choose good workmanship.	2. Given a variety of good and poor quality garments, the clients will choose those garments of better workmanship.
B. Client can read tags and labels.	B. The training procedures for this step are taught under Objective 12.2.1.
C. Client knows general sale dates.	C. Given a calendar, the clients will state those articles generally on sale during each month.

Begin by reviewing with clients the various times that department stores have seasonal and holiday sales.

Have clients assist in making a large bulletin board of the months, showing those items which can be purchased. Clients are to bring pictures of the various items on sale. The following is a suggested list:

JANUARY

Shoes
Clothing
White goods
Blankets
Small appliances
Sports equipment
Christmas cards and decorations
Furniture sales (3rd week)

FEBRUARY

Furniture
Rugs
China
Mattresses
Glassware
Housewares
Curtains
Womens' coats

SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.2

OBJECTIVE: CLIENT BUYS OWN CLOTHES

PROCEDURE	KEYPOINTS

MARCH

Housewares
China
Spring clothing

APRIL

Womens' dresses and hats
Mens' and boys' clothing

MAY

White goods
Soaps and cleaning aids
Handbags
Televisions
Lingerie

JUNE

Womens' dresses
Rug cleaning
Fabrics
Refrigerators
Storm windows and screens
Televisions

JULY

Shoes
Clothing
Swimming suits
Washing machines
Refrigerators
Floor coverings
Summer furniture
Garden supplies
Used cars

AUGUST

Furniture
Tires
Coats
Curtains
Paint
Garden and lawn equipment
Hardware
Cameras
White goods

SEPTEMBER

Clothing
Housewares
Back-to-school supplies
Fabrics

OCTOBER

Cars
Coats
Lingerie

NOVEMBER

Womens' coats
Dresses
Blankets
Fabrics

DECEMBER

After Dec. 21--Toys and gift items

Late December-- Womens' and girls' coats. Mens' and boys' winter suits and coats.

When completed, discuss the display with the clients. As each heading is explained, have an actual example of as many articles as possible.

PROCEDURE	KEYPOINTS
D. Client can choose clothing in a specified price range.	D. Given a Montgomery Ward or Sears Catalog, and a written price range, the clients will find a clothing item within that price range. Use the following training sequences. 1. Locate the clothing item. 2. State its' name. 3. Read its' price.

SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.2

OBJECTIVE: CLIENT BUYS OWN CLOTHES

PROCEDURE	KEYPOINTS
	Suggested price ranges: $10 - $15 $50 - $55 20 - 25 60 - 65 30 - 35 70 - 75 40 - 45 80 - 85 100 - 120
E. Client can buy clothing.	E. Given a catalog and a specific amount of money, the clients will purchase clothing.
1. Make a list of present wardrobe.	1. Have clients use charts to write down the clothing they have. Emphasize to describe each item, i.e., "red striped skirt", instead of just "skirt".
2. Make a list of clothing needed.	2. Point out that the clients are to write the total amount they can pay (specified by the instructor). They are to decide the following: a. Is the total amount too much? b. What can be done without for a while?
3. Select and buy clothing.	3. Using the "items needed" list and the catalog, clients will buy those clothing items listed.

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SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.2

OBJECTIVE: CLIENT BUYS OWN CLOTHES

WORKSHEET

PRESENT WARDROBE	Coats Jackets Raincoats	Dresses Suits	SEPARATES Skirts - Slacks Shirts - Blouses	ACCESSORIES Shoes - Scarves Belts - Ties - Etc.
Casual Wear				
Work Clothes				
Dressy Clothes				

SPENDING PLAN:	Amount I can spend on clothes = $
Item Needed	Estimated Cost
Estimated Total	

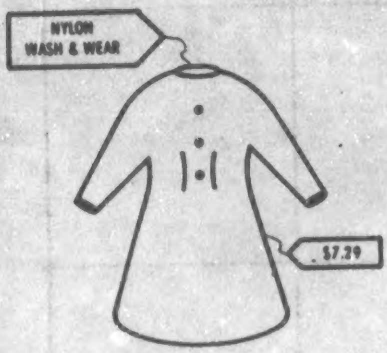
SKILL NO.: 14.3 **OBJECTIVE NO.:** 14.3.2

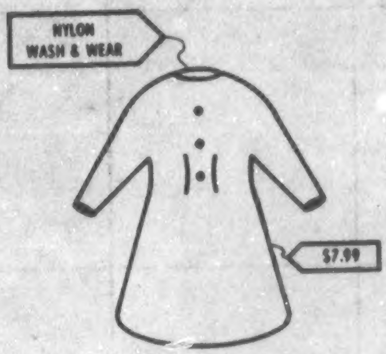
OBJECTIVE: CLIENT BUYS OWN CLOTHES

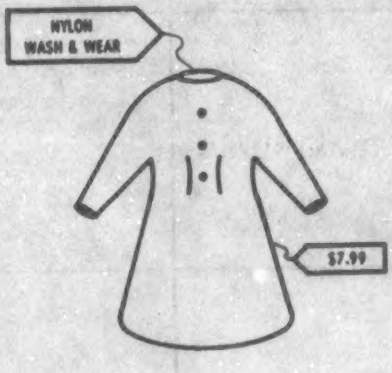
WORKSHEET

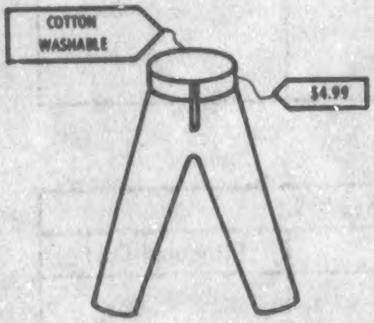
Discuss with clients that each sketch is a sale advertisement from three different stores. Each item has a price tag and a hang tag. Using this information they are to shop for the best buy.

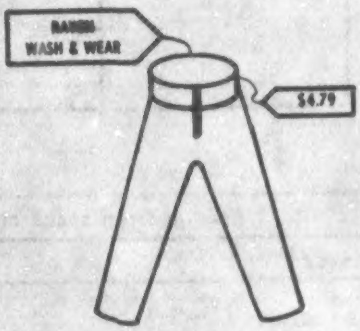
When they find the best buy they are to put a circle around it.

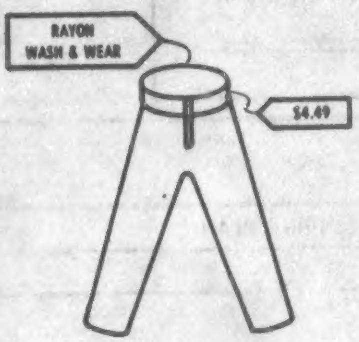

NYLON
WASH & WEAR
$7.29


NYLON
WASH & WEAR
$7.99


NYLON
WASH & WEAR
$7.99


COTTON
WASHABLE
$4.99


RAYON
WASH & WEAR
$4.79


RAYON
WASH & WEAR
$4.49

COURSE TITLE: SHOPPING

TRAINING SEQUENCE

SKILL AREA: BUYING HOUSEHOLD ITEMS

SKILL AREA NO.: 14.4

OBJECTIVE: CLIENT BUYS HOUSEHOLD ITEMS

OBJECTIVE NO.: 14.4.1

INSTRUCTIONAL MATERIALS REQUIRED: THOSE SUPPLIES AND EQUIPMENT LISTED IN UNIT

PERFORMANCE CRITERIA: CLIENT WILL BUY HOUSEHOLD ITEMS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.3.2.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin training by having the clients assist in making a bulletin board of those products and supplies needed for cleaning. Have clients bring pictures of the various items needed. Stress to the clients that they can purchase these items at most grocery stores. Have the clients make a list of the supplies needed to keep a house or apartment clean. Write the names of the supplies on the blackboard and have clients make their own copies. Discuss each item and what it is used for. The following is a list of suggested supplies and equipment:

SKILL NO.: 14.4 **OBJECTIVE NO.:** 14.4.1

OBJECTIVE: CLIENT BUYS HOUSEHOLD ITEMS

PROCEDURE	KEYPOINTS
	Toilet bowl cleaner Spray window cleaner Toilet bowl brush Household gloves Vacuum (with hose) Dust cloth Dusting spray Broom Liquid cleaner Mop pail Dust pan Wet mop Extension cords Furniture polish Powdered cleanser Dry mop Have the clients then state which supplies are needed to clean various areas, i.e., furniture, floors, rugs, fixtures, walls, etc. Add pictures to the bulletin board. As each area is covered, have an actual display of those items discussed.
A. Client will name items and state their function.	A. Using the item display, implement the following training sequence. The clients will: 1. State name of item with instructor as instructor points to item. 2. State name of item after instructor as instructor points to item. 3. State name of item independently as instructor points to item. 4. State name and function of item with instructor as instructor points to item. 5. State name and function of item after instructor as instructor points to item. 6. State name and function of item independently as instructor points to item. 7. Point to item and state name and function given verbal cue from instructor. 8. Point to item and state name and function independently.
B. Client can state necessary cleaning items for a given area.	B. Have a display of various cleaning supplies and equipment. Given specific areas, the clients will state those items necessary to clean that area. 1. With instructor. 2. After instructor. 3. Independently.

SKILL NO.: 14.4 **OBJECTIVE NO.:** 14.4.1

OBJECTIVE: CLIENT BUYS HOUSEHOLD ITEMS

PROCEDURE	KEYPOINTS
C. Client can choose necessary cleaning items for a given area.	C. Using the display of various cleaning supplies and equipment, the clients will select the necessary articles when given a specific area. 1. With instructor. 2. After instructor. 3. Independently.
D. Client can buy supplies in a store.	D. Given a specific list, the clients will shop at the grocery store. Implement the following training sequence. Clients will find and purchase the supplies on the list. 1. With instructor. 2. After instructor. 3. Independently. Suggestion: Begin training with only three items on the list. Increase one or two supply items at a time until the clients can purchase at least six at a time. Note: Other supply items may include: Toilet tissue Kleenex Paper towels Napkins Trash bags Light bulbs

COURSE TITLE: SHOPPING

TRAINING SEQUENCE

SKILL AREA: BUYING FOOD

SKILL AREA NO.: 14.5

OBJECTIVE: CLIENT COMPARES FOOD COSTS

OBJECTIVE NO.: 14.5.1

INSTRUCTIONAL MATERIALS REQUIRED: SAMPLE VARIETY OF FOODS (CANNED - PACKAGED - SEMI-PREPARED - READY-TO-EAT - PREPARE-IT-YOURSELF)

PERFORMANCE CRITERIA: CLIENT WILL COMPARE FOOD COSTS FOR THREE CONSECUTIVE DAYS WITH 100% ACCURACY.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.4.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by having clients compare written prices, stating which price is more or less.
A. Client can compare written prices.	A. When given a pair of written prices, the clients state which is more by: 1. Stating both prices. 2. Stating which is more. Implement the following training sequences. The clients will state which price is more. 1. After the instructor. 2. Independently. 3. Repeat process as needed.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.1

OBJECTIVE: CLIENT COMPARES FOOD COST'

PROCEDURE	KEYPOINTS
1. Prices in cents.	1. Using a pair of written prices, the clients will state which is larger. The following is a suggested list of price sets which can be placed on index cards. 69¢ - 46¢ 74¢ - 81¢ .56 - .42 .64 - .76 $.68 - $.86 $.32 - $.49 Be certain to use an example of each method of writing cents. After the clients demonstrate the ability to recognize higher and lower cent values, move on to comparing dollar prices.
2. Prices in dollars.	2. Using a pair of written prices, the clients will state which is larger. The following is a suggested list of price sets which can be placed on index cards. $6. - $9 $32.00 - $12.00 $28 - $43 $45 - $30 $11.00 - $24.00 After the clients demonstrate the ability to recognize higher and lower cent values, move on to comparing dollar prices.
3. Prices in dollars and cents.	3. Using a pair of written prices, the clients will state which is larger. The following is a suggested list of price sets which can be placed on index cards. $1.64 - $1.43 $2.20 - $2.56 $18.12 - $14.63 $23.40 - $35.60 $16.02 - $13.81
B. Client can compare prices of food items.	B. Given several pairs of food items, the clients will state which costs more money by: 1. Stating the price of each item. 2. Stating which price is higher or lower.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.1

OBJECTIVE: CLIENT COMPARES FOOD COSTS

PROCEDURE	KEYPOINTS

Implement the following training sequences. The clients will state which price is larger:

1. After the instructor.
2. Independently.
3. Repeat process as needed.

The following are suggested example comparisons.

1. Loaf of bread - Pound of coffee
2. Canned soup - Canned chili
3. Butter - Eggs
4. Cake mix - Macaroni (box)
5. Bacon - Sausage

Note: If the actual item is unavailable, use a picture of the item with the price attached below.

Discuss with the clients two important principles of grocery buying:

1. Comparing food prices--which method of packaging costs more.
2. Information on the labels.

Use the following foods to help emphasize the above principles.

Canned vegetables
Frozen vegetables
Fresh vegetables
} Same vegetable

T.V. Dinner (macaroni and cheese)
Boxed macaroni and cheese

Cheese
Bulk macaroni
Milk

Emphasize to read the label on all boxed foods of any kind to determine if any extra ingredients are needed.

Assist the clients in making a cost sheet of the food being prepared by listing any ingredients needed and their costs. Compare the prices.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.1

OBJECTIVE: CLIENT COMPARES FOOD COSTS

PROCEDURE	KEYPOINTS
	Repeat the procedure for various food items.
C. Client will compare food prices, stating which is more/less expensive.	C. Given various foods and their prices, the clients will list each and state which is more/less expensive to prepare. Implement the following training sequence: 1. Instructor models task. 2. Clients perform task with instructor giving verbal cues. 3. Clients perform the task independently. 4. Repeat process if necessary.
	ACTIVITIES 1. Use advertisements from several newspapers to have clients discover: a. Difference in price for the same or similar brand. b. Weekly specials - compare to normal costs. c. How much money can be saved by "shopping the specials." 2. Go to the grocery store to point out and explain the following: a. Buying for quantity. The clients must consider storage space and if the food will keep. b. Seasonal buying--the effect it has on the price and the quality. c. Compare the items marked "special" with the same item on the shelf.

COURSE TITLE: SHOPPING **TRAINING SEQUENCE**

SKILL AREA: BUYING FOOD **SKILL AREA NO.:** 14.5

OBJECTIVE: CLIENT MAKES A WEEKLY SHOPPING LIST **OBJECTIVE NO.:** 14.5.2

INSTRUCTIONAL MATERIALS REQUIRED: CURRENT SUPPLY LISTS GROCERY CHECKLIST
MENUS (BREAKFAST - LUNCH - DINNER)
RECIPE BOOK WEEKLY SPECIALS

PERFORMANCE CRITERIA: CLIENT WILL MAKE A WEEKLY SHOPPING LIST FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.5.1.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin by having the clients make a shopping list of food items for one day.
A. Client makes a shopping list for one meal.	A. Instructor reads the menu and names the food items for a breakfast; the clients write the items on paper. Implement the following training sequence: 1. Instructor demonstrates how to write a shopping list by: a. Stating the menu. b. Writing the food items on the blackboard. 2. Clients write shopping list with instructor giving verbal cues. 3. Clients write shopping list independently.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.2

OBJECTIVE: CLIENT MAKES A WEEKLY SHOPPING LIST

PROCEDURE	KEYPOINTS
	4. Repeat sequance if necessary. A suggested breakfast menu: Cold cereal with milk Sliced banana Sausages Instant coffee (milk, sugar optional) Repeat this procedure for lunch and dinner. The following are some suggested menus: Lunch-- Peanut butter and jelly sandwich Whole apple Milk Dinner-- Canned chili and beans Tossed salad (lettuce, celery, radish) Dressing (any type) Bread Coffee Cottage cheese and pear
B. Client will make a weekly shopping list.	B. Using a menu and the ingredient list, the clients will make a one-week shopping list. After the instructor has checked the shopping list, have clients visit the store to find the prices just as though they were buying the food. Compare the actual cost of the foods to the clients' given daily budget. Note: Following is a list of many items at a supermarket. The clients can check those items needed for a week and use it for a reminder when they make their grocery list.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.2

OBJECTIVE: CLIENT MAKES A WEEKLY SHOPPING LIST

SHOPPING LIST

CANNED GOODS
Fruit cocktail
Grapefruit
Peaches
Pears
Pineapple
Fruit juice
Baked beans
Beets
Corn
Green or lima beans
Mixed vegetables
Peas
Potatoes--white, sweet
Pumpkin
Sauerkraut
Tomatoes
Tomato sauce, paste
Tomato juice
Vegetable juice
Jelly or jam
Peanut butter
Pickles, relishes
Soups

BAKERY
Bread
Cake
Cookies
Crackers
Rolls, buns

PRODUCE-vegetables
Beans
Broccoli
Brussel sprouts
Cabbage
Carrots
Celery
Corn
Cucumbers
Garlic
Green peppers
Lettuce
Onions
Peas
Potatoes
Radishes
Spinach
Tomatoes
Other

STAPLES
Baking soda
Bouillon cubes
Catsup
Chocolate
Cocoa
Coffee
Cooking oil
Cornstarch
Dried beans, peas
Flour, all purpose
Flour, cake
Gelatin
Macaroni
Mayonnaise
Milk
Mix, biscuit
Mixes, cake
Mixes, other
Mustard
Noodles
Nuts
Pepper
Potatoes, instant
Puddings
Rice
Salad dressing
Salt
Shortening
Spaghetti
Spices
Sugar, brown
Sugar, confectioners
Sugar granulated
Syrup, corn
Syrup, pancake
Sweetener
Ice
Vanilla
Vinegar
Worcestershire sauce

FROZEN FOODS
Fruit juices
Fruit
Potato products
Other vegetables
Fish
Meat items
Dinners

PRODUCE-fruit
Apples
Bananas
Dried fruit
Grapefruit
Lemons
Melon
Oranges
Peaches
Pears
Plums
Strawberries
Other

MEATS
Ground beef
Other beef cuts
Pork
Ham
Bacon
Sausage
Frankfurters
Veal
Lamb
Liver
Luncheon meats
Chicken
Turkey

BEVERAGES
____
____
____
____
____

MISCELLANEOUS
Baby food
Carbonated beverages
Cereal

DAIRY CASE
Butter
Cheese
Eggs
Ice cream, sherbet
Margarine
Milk
Sour cream

COURSE TITLE: SHOPPING

TRAINING SEQUENCE

SKILL AREA: BUYING FOOD

SKILL AREA NO.: 14.5

OBJECTIVE: CLIENT PURCHASES FOOD IN A GROCERY STORE

OBJECTIVE NO.: 14.5.3

INSTRUCTIONAL MATERIALS REQUIRED: AISLE HEADING NAME SHEETS BLANK FLASH CARDS
PICTURES OF FOOD ITEMS
SET OF AISLE-HEADING CARDS

PERFORMANCE CRITERIA: CLIENT WILL PURCHASE FOOD IN A GROCERY STORE FOR THREE CONSECUTIVE DAYS TO THE SATISFACTION OF THE INSTRUCTOR.

APPLICATION: The best technique to implement in teaching this particular objective is group instruction. Probably the best size group to work with would be three to five individuals who possess relatively the same skills and knowledge.

PRE-REQUISITE: Clients should have completed objective 14.5.2.

REINFORCEMENT: Give enthusiastic social praise for each completed step or response on which the clients' degree of independent performance remains at par or improves. If the clients require more help on a step or task than usual, make a very neutral comment, such as "that's fine", to let them know it was done correctly, but was not done as well as usual. Be sure that your reinforcement is enthusiastic only when the clients' performance is better than, or as good as, usual.

PROCEDURE	KEYPOINTS
	Begin training by taking a group of clients to a grocery store, point out the following: 1. Aisle headings. Discuss the various items found under each. 2. Produce section. Point out where the plastic bags and paper sacks are located. Demonstrate usage of both. Point out the general location of the scales, showing how they are used. Give each client the opportunity to weigh a bag or sack of produce. 3. Bakery. Emphasize to shop here last so the goods will not be crushed by placing other groceries on top of them. For each task throughout this objective, implement the following training sequence:

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.3

OBJECTIVE: CLIENT PURCHASES FOOD IN A GROCERY STORE

PROCEDURE	KEYPOINTS
	1. Instructor models task. 2. Clients perform task with instructor giving physical assistance. 3. Clients perform task with instructor giving verbal cues only. 4. Clients perform task independently.
A. Client can acquire a specified amount of produce.	A. Given an item and a specific weight, the clients will sack or bag the produce. Use the following task sequence. 1. Go to the produce section and locate given produce. 2. Locate and obtain a plastic bag. 3. Put produce into the plastic bag. 4. Weigh produce. Emphasize that plastic bags are used for the wet vegetables and the sacks are used for the fruits, onions, peanuts, etc. One of the most important things that will assist the clients in grocery shopping is the ability to read the aisle signs. A general understanding of what items are located under these headings will also be of great help to the clients. Therefore, it is strongly suggested to instruct the clients how to read the aisle headings and discuss items generally found under each heading. At the end of this unit you will find a list of suggested aisle heading. Give clients a set of blank flash cards and a sheet listing aisle headings. Have the clients copy each heading onto a flash card. Have the clients work in pairs, one presenting the card, the other stating the heading.
B. Client can read aisle headings.	B. When shown a particular aisle heading, the clients will state its' name. Implement the following training sequence. The clients will: 1. Match the aisle heading when given visual and verbal cues.

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.3

OBJECTIVE: CLIENT PURCHASES FOOD IN A GROCERY STORE

PROCEDURE	KEYPOINTS
	2. Find the aisle heading when given visual and verbal cues. 3. Match the aisle heading when given verbal cue only. 4. Find the aisle heading when given verbal cue only. 5. State aisle heading as instructor points to it. 6. Point to and state the aisle heading independently. Take a trip to the grocery store. Have clients go down each aisle: 1. Reading the aisle heading. 2. Discovering those items on the shelves.
C. Client can locate a specific item in the store.	C. When given a specific item to find, the clients will locate that item in the store. Select foods using the basic four food groups as a guide: 1. Meat group. 2. Fruit and vegetable group. 3. Bread and cereal group. 4. Dairy group. For example: MEAT GROUP Stew meat Veal cutlets Ham (canned) Halibut DAIRY GROUP Swiss cheese Evaporated milk Ice cream Eggs BREADS & CEREALS Oatmeal Brown rice Cornbread mix OTHERS Frozen food (pizza) Box dinners T.V. dinners Jams and jellies Staples Beverages

SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.3

OBJECTIVE: CLIENT PURCHASES FOOD IN A GROCERY STORE

PROCEDURE	KEYPOINTS	
	FRUITS & VEGETABLES Lettuce Green peppers Corn on the cob Beans	
	Corn Mixed vegetables Spinach	Frozen
	Peas Tomatoes Pumpkin	Canned
	Peaches Apples (red) Strawberries	Fresh
D. Client can shop in a grocery store.	D. Given a list of specific items to purchase, and twenty dollars, the clients will go to the store and purchase the items.	
	Do not offer any modeling or verbal cueing. Allow the clients to perform the task independently. Intervene only when mistakes are made.	

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SKILL NO.: 14.5 **OBJECTIVE NO.:** 14.5.3

OBJECTIVE: CLIENT PURCHASES FOOD IN A GROCERY STORE

PROCEDURE **KEYPOINTS**

GROCERY HEADINGS

ICE CREAM
BEVERAGES

FROZEN FOOD–BOXED

GLASSWARE
APPLIANCES

TOOLS
HARDWARE
CAMPING SUPPLIES
SPORTING SUPPLIES

BICYCLE PARTS
AUTO PARTS

PANTS
SOCKS
SHIRTS
BLOUSES

YARN
SEWING NEEDS
SHOES
SCHOOL SUPPLIES

TOOTHPASTE
DEODORANT
FEMININE HYGIENE
HAIR SPRAY

KETCHUP
PICKLES

CHINESE DINNERS
GOURMET FOODS
JELLO
SPICES
FLOUR
CANDY
NUTS
OILS
SALAD DRESSING

PET FOODS

BABY NEEDS
BABY FOOD

DRY MILK

HOT CHOCOLATE
COFFEE/TEA

JAM
PEANUT BUTTER

CRACKERS
COOKIES
SOUPS

SAUCE
PASTE

BEANS
RICE
MEXICAN FOOD

CANNED MEAT/FISH
CANNED VEGETABLES
INSTANT POTATOES

CANNED FRUIT
DIET FOODS

BREAKFAST DRINK
JUICE

WAXES
BLEACH
BROOMS
CLEANERS

PLASTIC WRAPS

SOAPS
DETERGENTS

CHEESE DEPARTMENT

DAIRY DEPARTMENT

FROZEN POULTRY
FROZEN BEEF

MEAT DEPARTMENT

BAKERY

CEREAL
HOT CEREAL
INSTANT BREAKFAST